

Educational Progress and Prospect Theory for Teaching Pedagogy



Leovigildo Lito D. Mallillin Phd¹, Imelda A. Dorado, Lpt²

¹Faculty, Institute of Education (IE), Undergraduate Studies, Far Eastern University, Manila, Philippines

²Master Teacher 1, San Bartolome High School, Quezon City, Philippines

ABSTRACT: The study aims to investigate the educational progress and prospect theory for teaching pedagogy on the aspect of expected learning outcome, instructional activity, and assessment in teaching and learning.

Descriptive quantitative research design is employed in the study because it quantifies and measures the theory being formulated on educational progress and prospects in teaching pedagogy principles. Likewise, convenience sampling is employed in gathering the sample size and population of the study. The study comprised eighty (80) respondents only.

Results show that teaching pedagogy principles prioritize effective teaching involvement, focusing on knowledge and skills to determine reason and accomplish an objective learning process, expected learning outcome is based on Specific, Measurable, Attainment, Realistic, and Time-bounded (SMART) which is needed in teaching pedagogy principles, instructional activity shows to help students focus and accomplish the task effectively based on set objective of the lesson, and assessment in teaching and learning shows to design and measure various assessment functions in learning elements as to concept, and level knowledge of students.

Findings show that there is a significant relationship on the contribution of educational progress and prospects theory for teaching pedagogy as observed among the respondents.

KEYWORDS: Educational progress and prospect, teaching pedagogy, teaching principles, expected learning outcome, instructional activity, and assessment in teaching and learning

INTRODUCTION

The educational progress and prospect in teaching pedagogy is necessary in the school system. It offers proper motivation, opportunity, and resources development. It is a program for an accessible and practical future for individual learners. It seeks acquisition inquiries and opportunities for college students (Mallillin, et al., 2020). It implements multiliteracy ideas for classroom teaching and learning. It offers prospective learning potential benefits for student growth and development. It emphasizes learning insight, cultural awareness, and critical thinking. It challenges rewarding experience and instruction for students, (Rahman, et al., 2022, pp. 34-52). On the other hand, educational progress means acquiring growth, skills, and knowledge such as emotional and social development. It commensurate students' level of knowledge, expectation, development, and potential student education. It is a powerful tool to utilize weapons in the world for an individual person to get a better job, and become a better citizen. It shows knowledge and importance of individual development, and hard work such as creating opportunity for employment, securing impressive income, development skills, problem solving, economy improvement, happy lifestyle and prosperity, offering something for the community, contributing for the improved society, creating equal opportunity, bridging the borders, and empowerment. It explores new learning assessment, and forms of teaching intended for teachers, students, instructional designers, trainers, education consultants, policy makers, and educational software developers in learning situations and teaching pedagogy innovation, (Kukulka-Hulme, et al., 2022).

Notably, the teaching pedagogy and principles provide new techniques and ideas for teachers to the fullest. It suggests reformation for new curriculum especially in the now normal, new techniques in teaching, learning outcome, instructional activity, and tool for assessment in the academic performance of students. It prepares and directs student learning performance and assessment. It requires a solid foundation of theory in teaching and learning pedagogy. It develops flexibility on conceptual knowledge and factual understanding for student development in learning. This is relevant to the structure in teaching pedagogy and principles in the

Educational Progress and Prospect Theory for Teaching Pedagogy

academic performance of students in carrying psychomotor, affective, and cognitive domains of learning. It includes strategies and techniques for teaching at comprehension level and analysis for academic performance of the learners to include attitude of students and study habits. It constructs meaning in the domain of learning motivation and attention to learning, and willingness to participate in the lesson. It expresses preference, acceptance, belief, commitment and values through facial expression and creative movement in teaching and learning pedagogy progress and prospect. It analyses innovation, competency, and creativity to present the ability and concept of the lesson teaching strategy and approach. It focuses on the learning process and output of the lesson, (Mallillin, et al., 2021, p. 9). Hence, various domains of learning are aligned with teaching pedagogy and principles in the academic output and performance of students which are designed for different activities in teaching and learning process. It explores in-depth learning and knowledge activity participation of the learners. It helps to provide teaching and learning manner which is based on the needs of students as centers of learning as to affective, cognitive, and psychomotor skills of learning and academic performance of students. It executes and implements to carry motivation of learning process and worth belief commitment in teaching pedagogy. It designates learning for students' practice and experiences. It explores knowledge receptive and development strategy in teaching. It indicates the various domains of learning as part of teaching pedagogy principles, (Mallillin, 2020, pp. 1-11).

Educational progress and prospect theory for teaching pedagogy principles cycle, illustration, and explanation:

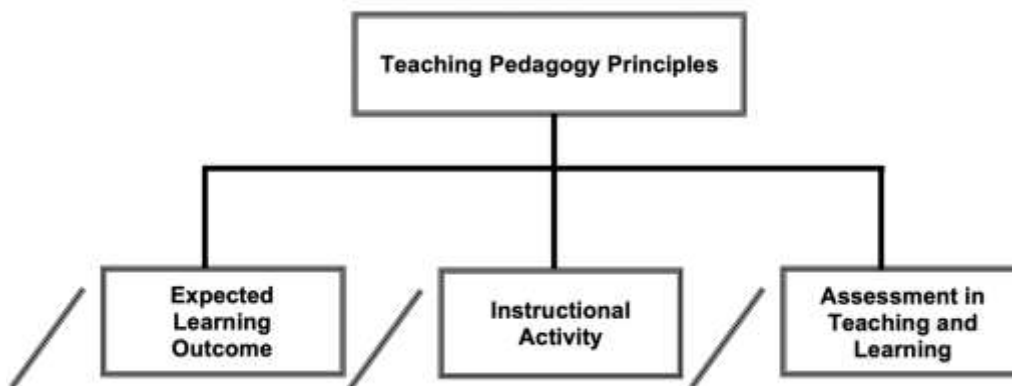


Figure 1: Educational Progress and Prospect Theory in Teaching Pedagogy

A. Teaching pedagogy principles.

It refers to the multifaceted complex of teaching and activity that requires goals and tasks in a simultaneous flexibility process. It is an effective tool and powerful principles in effective and efficient teaching pedagogy. Details of the theory are discussed below:

1. It involves effective teaching and acquired knowledge for students as the centers of learning utilization to course design, information, and classroom teaching.
2. It involves aligning components of teaching instruction to provide skills and opportunities for further learning guidance among students.
3. It explicit effective teaching and expectation involvement in learning policies, learning objectives, and classroom discipline.
4. It prioritizes effective teaching involvement, focusing on knowledge and skills to determine reason and accomplish an objective learning process.
5. It recognizes and involves effective teaching to draw relevant knowledge necessary for appropriate technique and pedagogy of learning.
6. It adopts necessary pedagogy appropriate for effective teaching process, support roles, and learning goals.
7. It refines progress for effective teaching pedagogy on feedback and reflection to change and appropriate issues in the learning process.
8. It examines knowledge and information for effective teaching pedagogy in class participation and group dynamics.
9. It modifies content, learning objectives, and structure of teaching principles and pedagogy based on the needs of the learners.
10. It shapes and measures effective teaching pedagogy and characteristics on planning instructional materials for guided learning.

Educational Progress and Prospect Theory for Teaching Pedagogy

B. Expected learning outcome.

It refers to description and measurable skills, values, and knowledge for students to complete a lesson and demonstrates the result of learning. It is both teacher-centered and student-centered process expected learning outcome set in the course module. Details of the theory are discussed below:

1. Learning outcomes must emphasize the decision of what to teach in the course and what to teach based on learning parameters.
2. It requires various approaches to teaching techniques and strategies for better output and performance of the learners.
3. It helps students to connect and creates a teaching learning process for mastery of the lesson.
4. Learning outcomes must be based on Specific, Measurable, Attainment, Realistic, and Time-bounded (SMART) which is needed in teaching pedagogy principles.
5. It develops, implements, and disseminates effective learning outcomes for teaching pedagogy improvement.
6. Expected learning outcome defines total knowledge, information, competency, skills, values, understanding, and attitude for teaching and learning.
7. It improves the intended expected learning outcome to quality education effort for teaching and learning attainment.
8. It improves extensive resources in teaching and learning pedagogy process and relevant educational progress and prospects.
9. It provides specific skills and knowledge for student activity inside the classroom such as small or group discussion, and pair activity expected learning outcome.
10. It creates and develops teaching and learning programs for instruction management in the module course path in actionable learning outcome.

C. Instructional Activity.

It engages on instructional design and approach in teaching and learning cycle and segment for better academic achievement and performance of students as the centers of learning. It specifies instructional materials and content for teaching and learning. It provides lecturers the novice of the real setting of teaching practices. Details of the theory are discussed below:

1. Instructional activity provides techniques and strategies to assist students become independent learners.
2. It helps students to focus and accomplish the task effectively based on the set objective of the lesson.
3. It is a strategic tool for learning success in various instructional learning approaches and guided learning.
4. It supports independent learning practice, ideas, and transfer of skills opportunity in teaching situations.
5. It encourages tools for assessing, and reflecting learning connections and self-monitoring as students centers of learning.
6. Instructional activity provides effective learning techniques and learning strategies for student knowledge and skills toward academic performance.
7. It explores proper learning such as base-inquiry learning, cooperative learning, cognitive learning, role playing, group discussion, and independent learning.
8. It involves students to create task and assignment completion activity learning.
9. Success of learning is based on instructional activity and performance of student output.
10. Instructional activity is based on brainstorming knowledge and generation of concepts in teaching to organize ideas for learning.

D. Assessment in teaching and learning.

it refers to the tools and methods of various evaluation in learning acquisition, progress, academic readiness, and educational learning needs of students. It develops assessment tools and a diverse array to measure comprehensive level and performance of students. Details of the theory are discussed below:

1. It designs to measure various assessment functions in learning elements as to concept, and level knowledge of students.
2. It comprehends to analyze the ability to teach assessment and utilization of individual progress of students.
3. It supports academic programs for educational assessment in wide varied utilization of teaching and learning.
4. It provides interim assessment as to formative or summative evaluation in academic program and instructional teaching approach to learning.
5. It determines readiness of students in teaching and learning placement assessment in academic programs appropriate for learning needs and distinct experiences.
6. Assessment provides specialized assistance for student learning as to academic, cognitive, physical, and developmental process and potential.

Educational Progress and Prospect Theory for Teaching Pedagogy

7. It provides proficiency based learning design for specific skills and knowledge development detail of students' academic performance.
8. It encourages assessment and consistency for responsible content of teaching performance in the classroom learning experiences.
9. It assesses student performance, task activity provided and collaborative learning and expectation.
10. It provides authentic and accurate meaningful assessment in learning process and acquisition experiences.

STATEMENT OF THE PROBLEM

1. What is the contribution of educational progress and prospect theory for teaching pedagogy among the respondents?
2. Is there a significant relationship on the contribution of educational progress and prospect theory for teaching pedagogy as observed among the respondents?

HYPOTHESIS

There is a significant relationship on the contribution of educational progress and prospects theory for teaching pedagogy as observed among the respondents.

RESEARCH DESIGN

Descriptive quantitative research design is employed in the study. It describes in detail the contribution of educational progress and prospect theory for teaching pedagogy among the respondents in terms of teaching pedagogy and principles, expected learning outcome, instructional activity, and assessment in teaching and learning. It evolves structure in teaching pedagogy. It reveals development trends in the descriptive quantitative research design process. It identifies intervention in educational progress and prospect theory in teaching pedagogy principles. It interprets descriptive quantitative research design for teaching and learning process. It initiates educational progress and prospects for the teacher development system, (Chen, & Cheng, 2022, pp. 417-438).

SAMPLING TECHNIQUES

Convenience sampling technique is utilized in the study because it is a method of non-probability sampling in the selection process of the sample size of the study. It is easy and accessible for the researcher to implement based on the criteria and selection of the respondents. It is available in a given time, proximity, and willing to participate in the research process. It explains standard available formulas in gathering the sample size and sample technique, (HR, & Aithal, 2022, pp. 288-306).

PARTICIPANTS OF THE STUDY

The subjects of the study are experts in quantitative research and criticism in the theory process of the educational system. They are Doctors of Philosophy and Doctors of Education degree holders. They are working in both public and private Higher Education Institutions (HEIs). The study comprised eighty (80) respondents only.

INSTRUMENTS USED

1. Contribution of educational progress and prospect theory for teaching pedagogy in terms of teaching pedagogy principles

Scale	Descriptive Level	Descriptive Interpretation
4.20-5.00	Strongly Agree	Teaching pedagogy principles is highly observed
3.40-4.19	Agree	Teaching pedagogy principles is observed
2.60-3.39	Moderately Agree	Teaching pedagogy principles is limited
1.80-2.59	Disagree	Teaching pedagogy principles is not observed
1.00-1.79	Strongly Disagree	Teaching pedagogy principles is not observed at all

2. Contribution of educational progress and prospect theory for teaching pedagogy in terms of expected learning outcome

Scale	Descriptive Level	Descriptive Interpretation
4.20-5.00	Strongly Agree	Expected learning outcome is highly observed
3.40-4.19	Agree	Expected learning outcome is observed
2.60-3.39	Moderately Agree	Expected learning outcome is limited

Educational Progress and Prospect Theory for Teaching Pedagogy

1.80-2.59	Disagree	Expected learning outcome is not observed
1.00-1.79	Strongly Disagree	Expected learning outcome is not observed at all

3. Contribution of educational progress and prospect theory for teaching pedagogy in terms of instructional activity

Scale	Descriptive Level	Descriptive Interpretation
4.20-5.00	Strongly Agree	Instructional activity is highly observed
3.40-4.19	Agree	Instructional activity is observed
2.60-3.39	Moderately Agree	Instructional activity is limited
1.80-2.59	Disagree	Instructional activity is not observed
1.00-1.79	Strongly Disagree	Instructional activity is not observed at all

4. Contribution of educational progress and prospect theory for teaching pedagogy in terms of assessment in teaching and learning

Scale	Descriptive Level	Descriptive Interpretation
4.20-5.00	Strongly Agree	Assessment in teaching and learning is highly observed
3.40-4.19	Agree	Assessment in teaching and learning is observed
2.60-3.39	Moderately Agree	Assessment in teaching and learning is limited
1.80-2.59	Disagree	Assessment in teaching and learning is not observed
1.00-1.79	Strongly Disagree	Assessment in teaching and learning is not observed at all

RESULTS

Table 1: Contribution of Educational Progress and Prospect Theory for Teaching Pedagogy in Terms of Teaching Pedagogy Principles Among the Respondents

Indicators	WM	I	R
1. It involves effective teaching and acquires knowledge for students as the centers of learning utilization to course design, information, and classroom teaching.	3.39	N	9.5
2. It involves aligning components of teaching instruction to provide skills and opportunities for further learning guidance among students.	3.81	A	6
3. It explicit effective teaching and expectation involvement in learning policies, learning objectives, and classroom discipline.	4.00	A	4.5
4. It prioritizes effective teaching involvement, focusing on knowledge and skills to determine reason and accomplish an objective learning process.	4.21	SA	1.5
5. It recognizes and involves effective teaching to draw relevant knowledge necessary for appropriate technique and pedagogy of learning.	3.45	A	8
6. It adopts necessary pedagogy appropriate for effective teaching process, support roles, and learning goals.	4.00	A	4.5
7. It refines progress for effective teaching pedagogy on feedback and reflection to change and appropriate issues in the learning process.	3.77	A	7
8. It examines knowledge and information for effective teaching pedagogy in class participation and group dynamics.	4.21	SA	1.5
9. It modifies content, learning objectives, and structure of teaching principles and pedagogy based on the needs of the learners.	3.39	N	9.5
10. It shapes and measures effective teaching pedagogy and characteristics on planning instructional material for guided learning.	4.09	A	3
Average Weighted Mean	3.83	A	
Standard Deviation	0.324		

Educational Progress and Prospect Theory for Teaching Pedagogy

Table 1 presents the weighted mean and the corresponding interpretation on the contribution of educational progress and prospect theory for teaching pedagogy in terms of teaching pedagogy principles among the respondents.

It shows that rank 1 is shared by the two indicators which are “It prioritizes effective teaching involvement, focusing on knowledge and skills to determine reason and accomplish an objective learning process”, and “It examines knowledge and information for effective teaching pedagogy in class participation and group dynamics”, with a weighted mean of 4.21 or Strongly Agree which means teaching pedagogy principles is highly observed. Rank 2 is “It shapes and measures effective teaching pedagogy and characteristics on planning instructional material for guided learning”, with a weighted mean of 4.09 or Agree which means teaching pedagogy principles is observed. Rank 3 is shared by the two indicators which are “It explicit effective teaching and expectation involvement in learning policies, learning objectives, and classroom discipline”, and “It adopts necessary pedagogy appropriate for effective teaching process, support, roles, and learning goals”, with a weighted mean of 4.00 or Agree which means teaching pedagogy principles is observed. The least in rank is also shared by the two indicators which are “It involves effective teaching and acquires knowledge for students as the centers of learning utilization to course design, information, and classroom teaching”, and “It modifies content, learning objectives, and structure of teaching principles and pedagogy based on the needs of the learners”, with a weighted mean of 3.39 or Neutral which means teaching pedagogy principles is limited. The overall average weighted mean is 3.38 (SD=0.324) or Agree which means contribution of educational progress and prospect theory for teaching pedagogy in terms of teaching pedagogy principles is observed among the respondents.

Table 2: Contribution of Educational Progress and Prospect Theory for Teaching Pedagogy in Terms of Expected Learning Outcome Among the Respondents

Indicators	WM	I	R
1. Learning outcomes must emphasize the decision of what to teach in the course and what to teach based on learning parameters.	4.01	A	5
2. It requires various approaches to teaching techniques and strategies for better output and performance of the learners.	3.66	A	7
3. It helps students to connect and create teaching and learning process for mastery of the lesson.	4.15	A	3.5
4. Learning outcomes must be based on Specific, Measurable, Attainment, Realistic, and Time-bounded (SMART) which is needed in teaching pedagogy principles.	4.23	SA	1.5
5. It develops, implements, and disseminates effective learning outcomes for teaching pedagogy improvement.	3.92	A	6
6. Expected learning outcome defines total knowledge, information, competency, skills, values, understanding, and attitude for teaching and learning.	4.15	A	3.5
7. It improves the intended expected learning outcome to quality education effort for teaching and learning attainment.	3.37	N	9.5
8. It improves extensive resources in teaching and learning pedagogy process and relevant educational progress and prospects.	3.49	A	8
9. It provides specific skills and knowledge for student activity inside the classroom such as small or group discussion, pair activity expected learning outcome.	3.37	N	9.5
10. It creates and develops teaching and learning programs for instruction management in the module course path in actionable learning outcome.	4.23	SA	1.5
Average Weighted Mean	3.85	A	
Standard Deviation	0.353		

Table 2 presents the weighted mean and the corresponding interpretation on the contribution of educational progress and prospect theory for teaching pedagogy in terms of expected learning outcome among the respondents.

It shows that rank 1 is shared by the two indicators which are “Learning outcomes must be based on Specific, Measurable, Attainment, Realistic, and Time-bounded (SMART) which is needed in teaching pedagogy principles”, and “It creates and develops teaching and learning program instruction management module course path in actionable learning outcome”, with a weighted mean

Educational Progress and Prospect Theory for Teaching Pedagogy

of 4.23 or Strongly Agree which means expected learning outcome is highly observed. Rank 2 is also shared by the two indicators which are “It helps students to connect and create teaching and learning process for mastery of the lesson”, and “Expected learning outcome defines total knowledge, information, competency, skills, values, understanding, and attitude for teaching and learning”, with a weighted mean of 4.15 or Agree which means expected learning outcome is observed. Rank 3 is “Learning outcomes must emphasize decision of what to teach in the course and what to teach based on learning parameters”, with a weighted mean of 4.01 or Agree which means expected learning outcome is observed. The least in rank is also shared by the two indicators which are “It improves the intended expected learning outcome to quality education effort for teaching and learning attainment”, and “It provides specific skills and knowledge for student activity inside the classroom such as small or group discussion, pair activity expected learning outcome”, with a weighted mean of 3.37 or Neutral which means expected learning outcome is limited. The overall average weighted mean is 3.83 (SD=0.353) or Agree which means contribution of educational progress and prospect theory for teaching pedagogy in terms of expected learning outcome is observed among the respondents.

Table 3: Contribution of Educational Progress and Prospect Theory for Teaching Pedagogy in Terms of Instructional Activity Among the Respondents

Indicators	WM	I	R
1. Instructional activity provides techniques and strategies to assist students become independent learners.	4.02	A	4.5
2. It helps students to focus and accomplish the task effectively based on the set objective of the lesson.	4.20	SA	1.5
3. It is a strategic tool for learning success in various instructional learning approaches and guided learning.	3.35	N	9.5
4. It supports independent learning practice, ideas, and transfer of skills opportunity in teaching situations.	3.66	A	7
5. It encourages tools for assessing, and reflecting learning connections and self-monitoring as students centers of learning.	3.35	N	9.5
6. Instructional activity provides effective learning techniques and learning strategies for student knowledge and skills toward academic performance.	4.20	SA	1.5
7. It explores proper learning such as base-inquiry learning, cooperative learning, cognitive learning, role playing, group discussion, and independent learning.	4.11	A	3
8. It involves students to create task and assignment completion task and activity learning.	3.87	A	6
9. Success of learning is based on instructional activity and performance of student output.	3.55	A	8
10. Instructional activity is based on brainstorming knowledge and generation of concepts in teaching to organize idea for learning.	4.02	A	4.5
Average Weighted Mean	3.83	A	
Standard Deviation	0.332		

Table 3 presents the weighted mean and the corresponding interpretation on the contribution of educational progress and prospect theory for teaching pedagogy in terms of instructional activity among the respondents.

It shows that rank 1 is shared by the two indicators which are “It helps student to focus and accomplish the task effectively based on the set objective of the lesson”, and “Instructional activity provides effective learning techniques and learning strategies for student knowledge and skills toward academic performance”, with a weighted mean of 4.20 or Strongly Agree which means instructional activity is highly observed. Rank 2 is “It explores proper learning such as base-inquiry learning, cooperative learning, cognitive learning, role playing, group discussion, and independent learning”, with a weighted mean of 4.11 or Agree which means instructional activity is observed. Rank 3 is shared by the two indicators which are “Instructional activity provides techniques and strategies to assist student become independent learners”, and “Instructional activity is based on brainstorming knowledge and generation of concept in teaching to organize idea for learning”, with a weighted mean of 4.02 or Agree which means instructional

Educational Progress and Prospect Theory for Teaching Pedagogy

activity is observed. The least in rank is also shared by the two indicators which are “It is a strategic tool for learning success in various instructional learning approaches and guided learning”, and “It encourages tool for assessing, and reflecting learning connection and self-monitoring as students centers of learning”, with a weighted mean of 3.35 or Neutral which means instructional activity is limited. The overall average weighted mean is 3.83 (SD=0.332) or Agree which means contribution of educational progress and prospect theory for teaching pedagogy in terms of instructional activity is observed among the respondents.

Table 4: Contribution of Educational Progress and Prospect Theory for teaching Pedagogy in Terms of Assessment in Teaching and Learning among the Respondents

Indicators	WM	I	R
1. It designs to measure various assessment functions in learning elements as to concept, and level knowledge of students.	4.21	SA	1.5
2. It comprehends to analyze the ability to teach assessment and utilization of individual progress of students.	3.93	A	5.5
3. It supports academic programs for educational assessment in wide varied utilization of teaching and learning.	3.51	A	8
4. It provides interim assessment as to formative or summative evaluation in academic program and instructional teaching approach to learning.	4.21	SA	1.5
5. It determines readiness of student teaching and learning placement assessment in academic programs appropriate for learning needs and distinct experiences.	4.12	A	3
6. Assessment provides specialized assistance for student learning as to academic, cognitive, physical, and developmental process and potential.	3.64	A	7
7. It provides proficiency based learning design for specific skills and knowledge development detail of students' academic performance.	4.00	A	4
8. It encourages assessment and consistency for responsible content of teaching performance in the classroom learning experiences.	3.34	N	9.5
9. It assesses student performance, task activity provided and collaborative learning and expectation.	3.34	N	9.5
10. It provides authentic and accurate meaningful assessment in learning process and acquisition experiences.	3.93	A	5.5
Average Weighted Mean	3.82	A	
Standard Deviation	0.339		

Table 4 presents the weighted mean and the corresponding interpretation on the contribution of educational progress and prospect theory for teaching pedagogy in terms of assessment in teaching and learning among the respondents.

It shows that rank 1 is shared by the two indicators which are “It designs to measure various assessment functions in learning elements as to concept, and level knowledge of students”, and “It provides interim assessment as to formative or summative evaluation in academic program and instructional teaching approach to learning”, with a weighted mean of 4.21 or Strongly Agree which means assessment in teaching and learning is highly observed. Rank 2 is “It determines readiness of students in teaching and learning placement assessment in academic programs appropriate for learning needs and distinct experiences”, with a weighted mean of 4.12 or Agree which means assessment in teaching and learning is observed. Rank 3 is “It provides proficiency based learning design for specific skills and knowledge development detail of students' academic performance”, with a weighted mean of 4.00 or Agree which means assessment in teaching and learning is observed. The least in rank is shared by the two indicators which are “It encourages assessment and consistency for responsible content of teaching performance in the classroom learning experiences”, and “It assesses student performance, task activity provided and collaborative learning and expectation”, with a weighted mean of 3.34 or Neutral which means assessment in teaching and learning is limited. The overall average weighted mean is 3.82 (SD=0.339) or Agree which means contribution of educational progress and prospect theory for teaching pedagogy in terms of assessment in teaching and learning is observed among the respondents.

Educational Progress and Prospect Theory for Teaching Pedagogy

Table 5: Test of Significant Relationship on the Contribution of Educational Progress and Prospect Theory for Teaching Pedagogy Among the Respondents

Test of Variables on Educational Progress and Prospect Theory	z computed value	comparison	z critical value	Decision
● Teaching Pedagogy Principles	60.3397	>	±1.96	Rejected
● Expected Learning Outcome	57.9586	>	±1.96	Rejected
● Instructional Activity	59.4531	>	±1.96	Rejected
● Assessment in Teaching and Learning	58.6824	>	±1.96	Rejected
Two-tailed test at 0.05 level of significance				

Table 5 presents the test of significant relationship on the contribution of educational progress and prospect theory for teaching pedagogy as observed among the respondents.

It shows that when the variables are tested using the z test, two tailed tests, at 0.05 level of significance. It reveals that the computed z value is higher than the z critical value of ±1.96 which resulted in significant rejection of the hypothesis. Therefore, it is safe to say that there is a significant relationship on the contribution of educational progress and prospect theory for teaching pedagogy as observed among the respondents.

DISCUSSION

The contribution of educational progress and prospect theory for teaching pedagogy in terms of teaching pedagogy principles shows to prioritize effective teaching involvement, focusing on knowledge and skills to determine reason and accomplish an objective learning process. It examines knowledge and information for effective teaching pedagogy in class participation and group dynamics, (Mallillin, 2022, pp. 99-121). Hence, it increases teachers competency, attention to quality teaching and interaction for student performance. It indicates teacher effectiveness in support of student development perspective, (Aldrup, et al., 2022, pp. 1-40). It also shows how to shape and measure effective teaching pedagogy and characteristics on planning instructional material for guided learning. It examines performance and implementation of teaching strategy based on the needs of students as centers of learning. It explores pedagogical knowledge and content as reflected in the module of the course as to teaching principle is concerned, (Reynolds, & Park, 2021, pp. 721-748). Notwithstanding, teaching pedagogy principles show explicit effective teaching and expectation involvement learning policies, learning objectives, and classroom discipline. It adopts necessary pedagogy appropriate for effective teaching process, support roles, and learning goals. It provides critical thinking for the learning process as part of teaching pedagogy and principle to foster better performance and output of students. It focuses on various domains of teaching and learning to enhance student development as to inquiry learning, setting problems, active learning, and teaching strategies, (Okolie, et al., 2022, pp. 1184-1198). Lastly, teaching pedagogy principles show to involve effective teaching and acquire knowledge for students as the centers of learning utilization to course design, information, and classroom teaching. It also shows how to modify content, learning objectives, and structure of teaching principle and pedagogy based on the needs of the learners. It enacts the practice of classroom theory in teaching and interaction as to spatial elements, physical and social perspective practice reference. It features teaching and learning implementation to understand the real essence of teaching pedagogy principle and intervention. It explores perspective teaching pedagogy principle approach of the lesson, function, content, and intervention design for learning outcome, (Morales-Belando, et al., 2022, pp. 670-681).

On the other hand, the contribution of educational progress and prospect theory for teaching pedagogy in terms of expected learning outcome is based on Specific, Measurable, Attainment, Realistic, and Time-bounded (SMART) which is needed in teaching pedagogy principle where it creates and develops teaching and learning program for instruction management module course path in actionable learning outcome, (Mallillin, & Mallillin, 2019). This can provide competency skills and performance of faculty in various educational institutions. It is a substantial productive teaching and learning in shaping critical leadership and support for high technical teachers in influencing outcome and performance of students. It contributes to high quality and characteristics of learning programs and experiences. It illustrates the proper principle of teaching pedagogy, (Darling-Hammond, et al., 2022). Besides, expected learning outcomes help students to connect and create teaching and learning process mastery of the lesson. It also defines total knowledge, information, competency, skills, values, understanding, and attitude for teaching and learning. It provides mastery and designs for learning outcomes based on the needs of the lesson and needs of students as the centers of learning. The learning outcome implies

Educational Progress and Prospect Theory for Teaching Pedagogy

valid tool and criteria as to learning activities and learning objectives as to usability, appeal, accuracy, and clarity, (Soltura, 2022, pp. 1-18). Yet, the expected learning outcome emphasizes the decision of what to teach in the course and what to teach based on learning parameters. It provides policy making based on the module to establish and advocate the need for educational progress and prospects in teaching pedagogy. The learning outcome aligns to the various domains of learning. It builds bridges and nuances in the working boundary of the educational system progress and prospect for teaching pedagogy and principle (Mallillin, & Laurel, 2022). It demonstrates and analyzes knowledge in proper learning output needed for teaching and learning professional practices, (Risan, 2022). Lastly, it shows to improve the intended expected learning outcome to quality education effort for teaching and learning attainment where it provides specific skills and knowledge for student activity inside the classroom such as small or group discussion, and pair activity expected learning outcome. It explores academic self-concept, learning outcome, engagement, learning environment, and student learning satisfaction, (Guo, et al., 2022, pp. 809-828).

Furthermore, the contribution of educational progress and prospect theory for teaching pedagogy in terms of instructional activity among the respondents shows to help students to focus and accomplish the task effectively based on the set objective of the lesson. It also shows that instructional activity provides effective learning techniques and learning strategies for student knowledge and skills toward academic performance, (Mallillin, et al., 2020). It integrates practice and increases innovation delivery of the lesson based on the task given to students. It adopts the concept of teaching and understanding the learners' engagement and learning style to cope with the needs of students as the centers of learning. Instructional activity explores driven connection of student engagement learning style and academic performance. It is a kinetic style of instructional activity and learning process for effective pedagogical approach, (Almasri, 2022, pp. 1-21). Similarly, instructional activity explores proper learning such as base-inquiry learning, cooperative learning, cognitive learning, role playing, group discussion, and independent learning. It explores utilization design and impact of instructional activity in facilitating learning development of students. It is designed to motivate students to develop creative skills in teaching and learning. Instructional activity facilitates motivation, learning process and creative thinking. It analyses approach on instructional activity and practical innovation in teaching and learning, (Balakrishnan, 2022, pp. 1799-1812). In addition, it shows that instructional activity provides techniques and strategies to assist students become independent learners and is based on brainstorming knowledge and generation concepts in teaching to organize ideas for learning. It explains and analyzes achievement and meaningful strategies and techniques in teaching. It addresses the various approaches for instructional activity in teaching and learning development of students as the centers of learning. It focuses application of instructional activity method and strategy for teaching and learning, (Vargas-Hernández, & Vargas-González, 2022, pp. 47-64). Lastly, instructional activity shows strategic tools for learning success in various instructional learning approaches and guided learning. It also encourages tools for assessing, and reflecting learning connections and self-monitoring as students centers of learning. It describes an information training program for instructional activity development for teachers. It is the basis for teaching strategies success for instructional activity and characteristics, (Li, et al., 2022, pp. 1403-1412).

Lastly, the contribution of educational progress and prospect theory for teaching pedagogy in terms of assessment in teaching and learning among the respondents shows to design and measure various assessment functions in learning elements as to concept, and level knowledge of students. It also provides interim assessment as to formative or summative evaluation in academic program and instructional teaching approach to learning, (Mallillin, 2021). It explores implementation and development of assessment in measuring academic performance of students. It provides intervention for the improved development of learning. It analyzes school improvement plans based on the result of evaluation and assessment in teaching and learning. It focuses on structural features, core, and intervention assessment in teaching and learning as part of professional development which leads to skills of students and knowledge in teaching pedagogy and principles, (O'Brien, et al., 273-297). In contrast, assessment in teaching and learning determines readiness of students in academic programs appropriate for learning needs and distinct experiences. It provides opportunity based learning procedures for both teachers and students. It assesses the situation and performance of students as a challenge in educational progress and prospect of teaching pedagogy. It addresses the gaps and issues for student collaboration and tasks in teaching and learning, (Yan, et al., 2022). Nonetheless, assessment for teaching and learning provides proficiency based learning design for specific skills and knowledge development detail of student academic performance. Assessment in teaching and learning integrates innovation for improved performance of students as centers of learning. It provides engagement, learning skills, and student driven knowledge. It develops a modern approach to assessment in teaching and learning delivery, (James, et al., 2022, pp. 1-12). Hence, assessment in teaching and learning encourages consistency for responsible content of teaching performance in classroom learning experiences. It also assesses student performance, task activity provided and collaborative learning expectation. It examines utilization of various

Educational Progress and Prospect Theory for Teaching Pedagogy

assessment tools in teaching and learning. It measures knowledge and comprehension level of student outcome. It conceptualizes impact perceived learning, academic performance, satisfaction, and outcome of the learners, (Sabah, 2022, pp. 1-23).

CONCLUSIONS

The contribution of educational progress and prospect theory for teaching pedagogy in terms of teaching pedagogy principles shows to prioritize effective teaching involvement, focusing on knowledge and skills to determine reason and accomplish objective learning process where it examines knowledge and information for effective teaching pedagogy in class participation and group dynamics. This includes to shape and to measure effective teaching pedagogy and characteristics on planning instructional material for guided learning among the respondents.

Indeed, the contribution of educational progress and prospect theory for teaching pedagogy in terms of expected learning outcome is based on Specific, Measurable, Attainment, Realistic, and Time-bounded (SMART) which is needed in teaching pedagogy principle where it creates and develops teaching and learning program for instruction management module course path in actionable learning outcome. This includes to help students to connect and create teaching and learning processes for mastery lessons, and defines total knowledge, information, competency, skills, values, understanding, and attitude for teaching and learning among the respondents.

Moreover, the contribution of educational progress and prospect theory for teaching pedagogy in terms of instructional activity shows to help students focus and accomplish tasks effectively based on set objectives of the lesson where instructional activity provides effective learning techniques and learning strategies for student knowledge and skills toward academic performance. This includes exploring proper learning such as base-inquiry learning, cooperative learning, cognitive learning, role playing, group discussion, and independent learning among the respondents.

Lastly, the contribution of educational progress and prospect theory for teaching pedagogy in terms of assessment in teaching and learning shows to design and measure various assessment functions in learning element as to concept, and level knowledge of student where it provides interim assessment as to formative or summative evaluation in academic program and instructional teaching approach to learning. This includes to determine readiness of students in teaching and learning placement assessment in academic programs appropriate for learning needs and distinct experiences.

REFERENCES

- 1) Aldrup, K., Carstensen, B., & Klusmann, U. (2022). Is Empathy the Key to Effective Teaching? A Systematic Review of Its Association with Teacher-Student Interactions and Student Outcomes. *Educational Psychology Review*, 1-40.
- 2) Almasri, F. (2022). Simulations to teach science subjects: Connections among students' engagement, self-confidence, satisfaction, and learning styles. *Education and Information Technologies*, 1-21.
- 3) Balakrishnan, B. (2022). Exploring the impact of design thinking tools among design undergraduates: a study on creative skills and motivation to think creatively. *International Journal of Technology and Design Education*, 32(3), 1799-1812.
- 4) Chen, J., & Cheng, T. (2022). Review of research on teacher emotion during 1985–2019: a descriptive quantitative analysis of knowledge production trends. *European Journal of Psychology of Education*, 37(2), 417-438.
- 5) Darling-Hammond, L., Wechsler, M. E., Levin, S., & Tozer, S. (2022). Developing Effective Principals: What Kind of Learning Matters?. *Learning Policy Institute*.
- 6) Guo, J. P., Yang, L. Y., Zhang, J., & Gan, Y. J. (2022). Academic self-concept, perceptions of the learning environment, engagement, and learning outcomes of university students: relationships and causal ordering. *Higher Education*, 83(4), 809-828.
- 7) HR, G., & Aithal, P. S. (2022). Deriving Right Sample Size and Choosing an Appropriate Sampling Technique to Select Samples from the Research Population During Ph. D. Program in India. *International Journal of Applied Engineering and Management Letters (IJAEML)*, 6(2), 288-306.
- 8) James, M., Baptista, A. M. T., Barnabas, D., Sadza, A., Smith, S., Usmani, O., & John, C. (2022). Collaborative case-based learning with programmatic team-based assessment: a novel methodology for developing advanced skills in early-years medical students. *BMC medical education*, 22(1), 1-12.
- 9) Kukulska-Hulme, A., Bossu, C., Charitonos, K., Coughlan, T., Ferguson, R., FitzGerald, E., ... & Whitelock, D. (2022). Innovating pedagogy 2022: exploring new forms of teaching, learning and assessment, to guide educators and policy makers.

Educational Progress and Prospect Theory for Teaching Pedagogy

- 10) Li, Q. K., Wollny, K., Twilt, M., Walsh, C. M., Bright, K., Dimitropoulos, G., ... & Tomfohr-Madsen, L. (2022). Curricula, teaching methods, and success metrics of clinician–scientist training programs: a scoping review. *Academic Medicine*, 97(9), 1403-1412.
- 11) Mallillin, L. L. D. (2020). Different Domains in Learning and the Academic Performance of the Students. *Journal of Educational System*, 4(1), 1-11.
- 12) Mallillin, L. L. D. (2021). Teacher Theory and Adaptable Model: An Application to Teaching Profession. *European Journal of Education Studies*, 8(12).
- 13) Mallillin, L. L. D. (2022). Teaching and learning intervention in the educational setting: adapting the teacher theory model. *International Journal of Educational Innovation and Research*, 1(2), 99-121.
- 14) Mallillin, L. L. D., Cabaluna, J. C., Laurel, R. D., Arroyo, P. A. C., Señorón Jr, T. M., & Mallillin, J. B. (2021). Structural domain of learning and teaching strategies in the academic performance of students. *European Journal of Education Studies*, 8(9).
- 15) Mallillin, L. L. D., Carag, E. A., Mallillin, J. B., & Laurel, R. D. (2020). Integration of knowledge through online classes in the learning enhancement of students. *European Journal of Open Education and E-learning Studies*, 5(1).
- 16) Mallillin, L. L. D., & Laurel, R. D. (2022). Professional Development System Theory for Quality Education. *European Journal of Education Studies*, 9(8).
- 17) Mallillin, L. L. D., & Mallillin, J. B. (2019). Competency skills and performance level of faculties in the higher education institution (HEI). *European Journal of Education Studies*.
- 18) Mallillin, L. L. D., Mendoza, L. C., Mallillin, J. B., Felix, R. C., & Lipayon, I. C. (2020). Implementation and readiness of online learning pedagogy: a transition to COVID 19 pandemic. *European Journal of Open Education and E-learning Studies*, 5(2).
- 19) Morales-Belando, M. T., Kirk, D., & Arias-Estero, J. L. (2022). A systematic review of teaching games for understanding intervention studies from a practice-referenced perspective. *Research Quarterly for Exercise and Sport*, 93(4), 670-681.
- 20) O'Brien, S., McNamara, G., O'Hara, J., & Brown, M. (2022). Learning by doing: Evaluating the key features of a professional development intervention for teachers in data-use, as part of whole school self-evaluation process. *Professional Development in Education*, 48(2), 273-297.
- 21) Okolie, U. C., Igwe, P. A., Mong, I. K., Nwosu, H. E., Kanu, C., & Ojemuyide, C. C. (2022). Enhancing students' critical thinking skills through engagement with innovative pedagogical practices in Global South. *Higher Education Research & Development*, 41(4), 1184-1198.
- 22) Rahman, M. A., Melliyan, M., Handrianto, C., Erma, E., & Rasool, S. (2022). Prospect and promise in integrating multiliteracy pedagogy in the english language classroom in indonesia. *ETERNAL (English, Teaching, Learning, and Research Journal)*, 8(1), 34-52.
- 23) Reynolds, W. M., & Park, S. (2021). Examining the relationship between the Educative Teacher Performance Assessment and preservice teachers' pedagogical content knowledge. *Journal of Research in Science Teaching*, 58(5), 721-748.
- 24) Risan, M. (2022). Negotiating professional expertise: Hybrid educators' boundary work in the context of higher education-based teacher education. *Teaching and Teacher Education*, 109, 103559.
- 25) Sabah, N. M. (2022). The Impact of Social Media-Based Collaborative Learning Environments on Students' Use Outcomes in Higher Education. *International Journal of Human–Computer Interaction*, 1-23.
- 26) Soltura, R. T. (2022). Designing a constructivist learning aid module in disentangling least mastered competencies in the wave motion. *Journal of Research in Instructional*, 2(1), 1-18.
- 27) Vargas-Hernández, J. G., & Vargas-González, O. C. (2022). Strategies for meaningful learning in higher education. *Journal of Research in Instructional*, 2(1), 47-64.
- 28) Yan, L., Martinez-Maldonado, R., Zhao, L., Dix, S., Jaggard, H., Wotherspoon, R., ... & Gašević, D. (2022). The role of indoor positioning analytics in assessment of simulation-based learning. *British Journal of Educational Technology*.



There is an Open Access article, distributed under the term of the Creative Commons Attribution – Non Commercial 4.0 International (CC BY-NC 4.0) (<https://creativecommons.org/licenses/by-nc/4.0/>), which permits remixing, adapting and building upon the work for non-commercial use, provided the original work is properly cited.