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Teacher Pedagogical Practices and Learners' Academic Achievements: A Predictive Assessment

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Abstract- ***This research primarily assessed teachers' instructional practices on students' academic performance of the selected public elementary and national High schools in Cebu, Bohol and Samar Divisions during the school year 2024-2025 as basis for enhanced classroom instruction plan. There are four hundred the respondents of the study are the school heads / teachers and learners. There are four hundred eighteen418) total respondents. The study used a descriptive-correlational method, the quantitative-. instruments. The questionnaire is divided into four parts assessed teachers' instructional practices on students' academic performance. As to the findings, On the level of the teachers' instructional practices as to planning practices it illustrates that teachers possess a very high level of planning practices, teaching practices it highlights that teaching practices are also rated very high. These results reflect a dynamic classroom climate. On the assessment practices teachers exhibit a very high level of assessment practices. Issues and concerns in teaching learning practices encountered by the teachers in the classroom reflects that, overall, teachers perceive classroom-related issues as somewhat manifested. However, the data also highlights specific concerns that pose instructional challenges. From the data shown, it is evident that while teachers demonstrate strong competence in core teaching areas, certain barriers, particularly technology adoption and resource limitations, restrict their ability to fully maximize modern pedagogical approaches. It is concluded that teachers possess a very high level of planning practices and teaching practices. In the light of the findings, it is recommended that enhanced classroom instruction plan will be implemented.***

Keywords: Administration and Supervision, Teachers Pedagogical Practices, Learners' Academic Achievements, Predictive Assessment, Descriptive Design, Samar, Bohol & Cebu, Philippines.

I. INTRODUCTION

Rationale of the Study

Teachers are essential members of our society. They are pillars of knowledge, shaping the future of our kids– they are educators, mentors, guides, and inspirations. Being a teacher is more than a job; it's a calling. You will encourage, lead, teach, and guide, leaving a lasting mark on every child's life.

Beyond the classroom walls, educators' influence extends into our society. Through molding young minds and instilling essential values, teachers contribute to developing well-rounded citizens equipped to navigate societal challenges. equipped to navigate societal challenges.

In developed countries, the quality of education generally surpasses that of developing nations (Uleanya & Naicker, 2024). However, learning outcomes are often correlated with various factors such as socio-economic status, cultural background, and demographic characteristics of learners. Unfortunately, students from lower socio-economic backgrounds tend to exhibit poorer learning outcomes.

This discrepancy is often attributed to educators' failure to deliver courses that are properly designed to address the diverse needs of learners across different socio-economic strata. Thus, there is a pressing need for educators to design courses that effectively bridge these gaps and cater to the varied needs of all learners (Yang Hansen et al., 2024).

This scenario is largely attributed to inadequate competencies among employees, stemming from deficiencies in the design of training programs.

Consequently, many learners demonstrate poor performance due to these shortcomings in course design (Songwathana & Timalsina, 2021). However, the increasing number of private schools has improved the quality of education in these developing countries but with need for educators to understand the concept of effective course design and implementation (Crawfurd et al., 2024).

On the other hand, classroom management practices are a crucial part of teaching, as they can help create optimal conditions for learning (Onex, 2023). Effective classroom management is thought to help avoid disruptive conduct, establish clear standards for student behavior, and make it simpler to teach effectively.

Meanwhile, poorly managed classrooms are frequently pigeonholed by disorderly behaviors, for instance, sleeping in class, coming to class late, making noise, eating, miscopying notes, calling epithets, or making physical or verbal threats to their fellow students or towards a teacher (Owusu et al., 2021).

Theoretical Background

Bruner's theory of instruction 1966, rooted in constructivism, emphasizes an active, discovery learning approach where learners construct knowledge by transforming and relating new information to their existing understanding. Key elements include the spiral curriculum, where concepts are revisited with increasing complexity;

scaffolding, providing temporary support to facilitate understanding; and three modes of representation (enactive, iconic, symbolic) for learning at different developmental levels. The goal is for students to become independent learners through inquiry and problem-solving, with the teacher acting as a facilitator. The core principles behind this theory are the Constructivism, Discovery Learning:

Spiral Curriculum. The teaching practices can be traced in these following theories such as cognitive theory, constructivism, distributed cognition, and social-cultural theory.

Piaget's theory by Jean Piaget (1896–1980) of cognitive development, or his genetic epistemology, is a comprehensive theory about the nature and development of human intelligence. It was originated by the Swiss developmental psychologist.

Constructionist Theory is another theory supporting this study. RIE and Piaget hold deep respect for the competency of young children and the way they create knowledge. Piaget believed that children are born to learn; an idea shared by RIE.

He saw infancy as the “threshold of intelligence” (Piaget & Inhelder, 1972). Piaget studied the way children construct knowledge from infancy through adolescence. The first two years of life consist of what he referred to as the “sensorimotor” stage. This stage begins with the innate reflexes of the newborn and through repetition and experience, the infant develops meaningful and purposeful actions (Piaget & Inhelder, 1972).

Infants and toddlers construct their knowledge through the full range of their senses. Tasting, mouthing, grasping, banging, and dropping all support their quest for information.

Piaget believed frameworks, or “schemas,” are developed to organize and interpret information as it is acquired. Schemas are the building blocks of thinking. Schemas start specifically and then expand and modify through the joined processes of assimilation and accommodation (Piaget & Inhelder, 1972). Piaget saw intelligence beginning when physical reflexes move from unconscious to purposeful (Mooney, 2013).

Piaget used the newborn suckling reflex to explain how understanding is built through a process of assimilation and accommodation in his book Origins of Intelligence. The sucking reflex compels the infant to search for the nipple and latch. Each feeding provides the opportunity to take in – or “assimilate” – new information: how to move the head, how much pressure to use, speed, etc.

A more sophisticated feeding pattern develops through repetition, experience, and motor recognition. Over time the infant begins to utilize this

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skill for more than feeding. A desire to learn initiates additional exploration (Piaget, 1952).

Both RIE and Piaget believe that even the youngest children are scientists compelled to investigate the world around them. Thus, both RIE and Piaget see the role of the educator as supporting the innate drive children possess to create and innovate new ideas (Gerber 1998; Geneser, 2022).

RIE and Piaget advocate for an enriching (and safe) environment where adults allow free exploration and can come to trust their child's abilities and intrinsic appetite for insight. (Gerber 1998; Geneser, 2022). When that is the case, we understand the role of the adult is to support and appreciate the young child's natural ability to initiate their learning. This is one of the hallmarks of the Educating Approach and is a practical application of Piaget's theories.

Piaget's cognitive theory describes four stages of intellectual development through which children pass in a fixed order: Sensorimotor (birth–2 years), Preoperational (2–7 years), Concrete Operational (7–11 years), and Formal Operational (12+ years). Each stage builds on the previous one and involves distinct ways of thinking and interacting with the world, moving from sensory experience to abstract and hypothetical reasoning.

Sociocultural theory Lev Vygotsky, 1920s and 1930s. It posits that human development is fundamentally a product of social interaction and cultural context, with cognitive abilities emerging from social engagement and culturally-specific tools, particularly language.

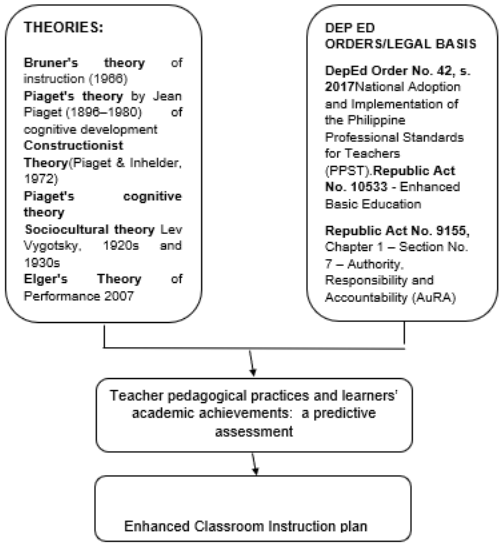
Key concepts include the Zone of Proximal Development (ZPD), the gap between independent performance and performance with guidance, and scaffolding, where support is provided and then gradually removed as the learner gains mastery.

This theory, primarily developed by Russian psychologist Lev Vygotsky, emphasizes that social learning precedes cognitive development.

Elger's Theory of Performance 2007 (ToP) is a framework for understanding and improving academic performance, proposing that performance is a continuous journey influenced by six components: context, knowledge, skills, identity, personal factors, and fixed factors. To achieve effective performance improvement, the theory suggests three axioms: adopting a growth mindset, being immersed in an enriching environment, and regularly engaging in reflective practice.

Theoretical Framework

Figure 1



Pursuant to DepEd Order No. 42, s. 2017, the field is hereby informed of the National Adoption and Implementation of the Philippine Professional Standards for Teachers (PPST). committed to supporting teachers to deliver quality teaching, which is vital in raising student achievement and reaching peak performance.

DEPED Order RM NO. 124, S. 2022 – Implementation of the Results-Based Performance Management System-Philippine Professional Standards for Teachers (RPMS-PPST) for School Year 2021-2022.

It is supported by Republic Act No. 10533 which is an act enhancing the Philippine Basic Education System by strengthening its curriculum and increasing the number of years for basic education, appropriating funds therefor and for other purposes.

it is hereby declared the policy of the State that every graduate of basic education shall be an empowered individual who has learned, through a program that is rooted on sound educational principles and geared towards excellence, the foundations for learning throughout life, the competence to engage in work and be productive, the ability to coexist in fruitful harmony with local and global communities, the capability to engage in autonomous, creative, and critical thinking, and the capacity and willingness to transform others and one's self (www.officialgazette.gov.ph, 2019).

THE PROBLEM

Statement of the Problem

This research primarily assessed teachers' instructional practices as predictors on learner's academic achievements of the select public elementary schools in Cebu, Bohol and Samar Divisions during the school year 2024-2025 towards enhancement pedagogical approaches plan can be developed.

Specifically, it sought to answer the following inquiries:

1. What is the profile of the respondent groups:

1.1 School heads

1.1.1 age;
1.1.2 gender;
1.1.3length of service;
1.1.4highest educational attainment;
1.1.5relevant trainings and seminars attended;

1.2 Teachers

1.2.1 age
1.2.2 gender;
1.2.3 employment status;
1.2.4 position;
1.2.5 highest degree obtained;
1.2.6 length of service;
1.2.7 area of specialization;
1.2.8 grade level taught;

1.3. Learners

1.3.1 age;
1.3.2 gender;
1.3.3 grade level;
1.3.4 birth order; and
1.3.5 residential location?

2. As perceived by the respondents' groups, what is the level of the teachers' pedagogical practices in terms of the following factors:

2.1. planning;
2.2. teaching and
2.3. assessment?

3. What is the level of academic performance of the learner's achievement in the following subjects?

3.1 Math
3.2 English
3.3 Science

4. What are the issues and concerns in teaching learning practices related by the teachers in the classroom?

5. Based on the findings, what enhanced pedagogical approaches instruction plan can be developed?

Significance of the Study

Department of Education. The agency of the government is responsible in sponsoring the welfare of the school heads and teachers. It is important to provide them assistance of their tasks.

School Heads. The information that was gathered in this study guided school heads to work on the teacher's enhancement in teaching.

Teachers. They are the frontline of education of the said undertakings through promoting quality learning with the sound leadership of the school heads.

Learners. They were the main beneficiaries of this study because the faculty and instruction will be enhanced for their own good. An excellent faculty was efficient and effective in the delivery of the subject matter. Instruction on the other hand was at far with the standards set forth by DepEd.

Researcher. She was a beneficiary of this study because the proposed teacher and instructional development plan became her guided and targeted a better institution of learning.

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Future Researchers. This study will serve as an added reference if they make researches similar in nature.

Research Methodology

This section presented the research design, flow of the study, research environment, respondents of the study, instrumentation, data gathering procedures, statistical treatment of data and scoring procedure. This research was designed to collect data in order to provide comprehensive responses to the research questions as reflected in this study.

Design

The researcher employed descriptive design using the quantitative and qualitative approaches in this research study. This frequency distribution research made used of quantitative and qualitative approach and interview method in qualitative approach.

Quantitative data collection methods were entered on the quantification of relationships between variables. Quantitative data gathering instruments established relationship between measured variables. When these methods were used, the researcher was usually detached from the study and the final output was context free.

Qualitative data was concerned with non-statistical methods of inquiry and analysis of social phenomena. It drawn an inductive process in which themes and categories emerged through analysis or data collected by such techniques such as interviews. Samples were usually small and were often purposively selected.

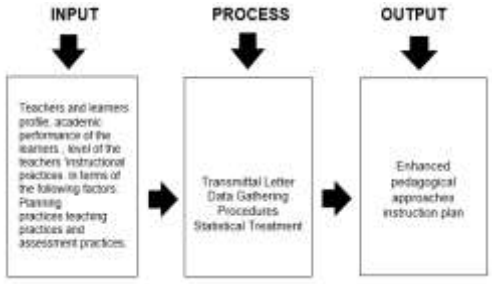
Qualitative research used detailed descriptions from the perspective of the research participants themselves as a means of examining specific issues and problems under study.

Flow of the Study

The input of the study dealt with relevant information derived from the teachers and learners.

The process involved sending the transmittal letter to the schools' division superintendent for approval, data gathering procedure, analysis, and interpretation of the gathered data.

Lastly, the output of the study was the enhanced pedagogical approaches instruction plan.



Theoretical Framework Figure 2

Environment

Cebu City Don Carlos A. Gothong Memorial Elementary School was located in the vibrant district of San Nicolas, Cebu City Don Carlos A. Gothong Memorial Elementary School stands as a significant institution in the public education landscape of Cebu City. Named in honor of Don Carlos A.

Gothong, a prominent figure known for his contributions to local industry and development, the school reflects a legacy rooted in civic responsibility and community upliftment. It continues to serve as a gateway to learning for hundreds of young Cebuanos, many of whom come from hardworking families in the area.

As a public elementary school, it played a vital role in delivering accessible and quality basic education to children, regardless of their socio-economic background. The school was strategically located along C. Padilla Street, a well-known thoroughfare in Cebu City, which makes it accessible to students coming from various barangays nearby.

This accessibility ensures that education remains within reach, even for those who might otherwise face barriers due to distance or financial limitations.

This elementary school is very close by to Don Carlos A. Gothong Memorial High School. The area is San Nicolas Proper, which is fairly urban. Proximity to busy streets (C. Padilla Street) suggests it serves a densely populated community.

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Recently our school was managed by School Principal-1. It has nineteen (19) Elementary Teachers.

Hambongan Elementary School was a small and vibrant island school located about 3.7 miles from the mainland, nestled near the ocean with beautiful white sandy beaches surrounding it. The serene coastal environment provided a refreshing and inspiring setting for both learners and teachers.

With seven dedicated teachers and 80 elementary pupils, the school fosters a close-knit, family-like atmosphere where every child receives focused attention and care. The community, consisting of about 380 voters, is active and deeply supportive of the school's activities and programs.

The gentle sea breeze, the sound of waves, and the view of the clear blue waters create a peaceful learning environment that motivates students and nurtures their love for nature. Although the school has modest facilities, they are well-maintained and often serve as venues for community events, gatherings, and celebrations.

Despite its distance from the mainland and occasional challenges in resources, Hambongan Elementary School stands as a symbol of unity, perseverance, and hope a place where education thrives amid the beauty of island life.

Malobago Elementary School was established in 1900. Malobago Elementary School was primary school for two decades. Through the efforts of different school heads and supervisors it became a complete elementary school. It is a public school which has a class organization of combined monograde and multi-grade class. It is located at barangay Malobago in the Municipality of Almagro which is approximately 9 kilometers from the town proper. This barangay is accessible by any land and sea water transportation.

Currently, our school was managed by a Master Teacher functions as Teacher In-Charge as well. It has 5 teaching personnel, One (1) Master Teacher 1, Three (3) Teacher III, and One (1) Teacher II. We have five (5) Academic classrooms with comfort rooms and one (1) e-classrooms. All classrooms are equipped with Learning TV, printers and have stable internet connection.

Students of this school were from the two barangays of Almagro; Brgy. Malobago and Brgy. Rono. It is just 3 to 5 minutes away to reach the school. For this school year, the school has 61 enrollees.

Location Map for the Research Site Environment (Cebu Division) Figure 3

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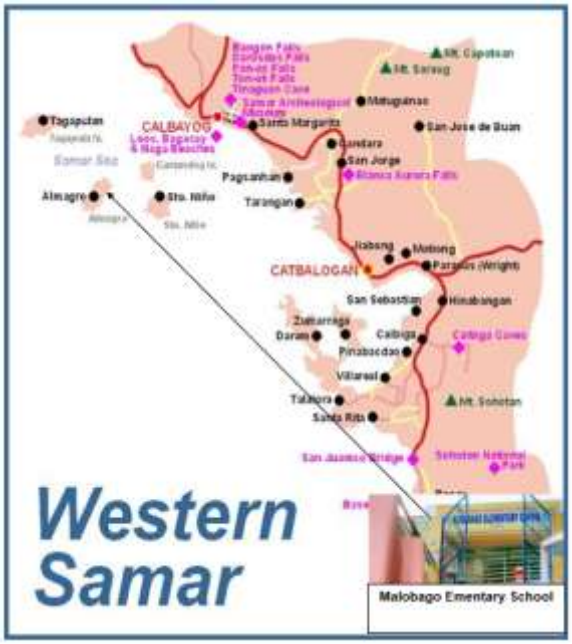
Location Map for the Research Site Environment (Leyte Division) Figure 4



Location Map for the Research Site Environment (Samar Division) Figure 5

Respondents

The respondents of the study were the school heads / teachers and learners. There were four hundred eighteen (418) total respondents, four (4) school heads and twenty-two (22) Teaching staff as respondents in the study. They are through the use of the non-random purposive sampling. The inclusion criteria that they are school heads and teachers of the schools mentioned, they have been in the profession for more than a year; and that they are willing to participate and cooperate.

Table 1
Distribution of Respondents

NAME OF SCHOOL	GROUPS OF PERSONNEL / TEACHING STAFF								Total	Percent (%)
	Principal		Teacher In-charge		Teaching Staff		Learners			
	M	F	M	F	M	F	M	F		
CEBU CITY DON CARLOS A. GOTHONG MEMORIAL ELEMENTARY SCHOOL	0	1	0	0	0	1	3	16	21	5.02

HAMBONGAN ELEMENTARY SCHOOL	0	1	0	0	1	6		44	52	12.44
MALOBAGO ELEMENTARY SCHOOL	0	0	0	1	0	5	30	31	67	16.03
BAOGO ELEMENTARY SCHOOL	0	1	0	0	0	9	115	153	278	66.51
TOTAL	0	3	0	1	1	21	148	244	418	100.00

Instrument

The main data gathering tools used in the study was a standardized questionnaire on determining teachers' instructional practices and a documentary analysis from DepEd Order no.8, s. 2013 also known as the Classroom E-Record to determine the point average of the respondents' status of academic performance. The questionnaire was divided into four parts.

The first part of the questionnaire dealt with the relevant information as to school heads and teachers' age, gender, highest educational attainment, length of service, highest degree obtained and number of appropriate trainings, seminars and workshops. Learners profile as to age, gender, grade level, birth order and residential location.

The second part of the questionnaire is the level of academic performance of the learners, DepEd Order no.8, s. 2013 also known as the Classroom E-Record was used to determine the point average of the respondents' status of academic achievement.

The third was the level of the teachers' instructional practices in terms of the following factors planning practices; teaching practices and assessment practices, standardized questionnaire to describe the teachers' instructional practices. We divided the Instructional Practices Survey into three dimensions: planning strategies, instructional strategies, and assessment practices.

It comprised twenty-three (23) descriptive indicators divided into each dimension. There were ten (10) questions for planning strategies while five (5) questions for instructional strategies and eight (8) questions for assessment practices. The fourth part of the questionnaire was the interview guide.

Gathering of Data Procedures

In the gathering of data, the researchers followed a step-by-step process. First, the researchers formulated a letter to the Schools Division Superintendent asking permission that allowed the researcher to conduct the study among the school heads and teachers.

After the permission was granted, the questionnaires were distributed to the respondents. The respondents were given enough time preferably 15-20 minutes to answer the questionnaire. And after such time, the questionnaires were collected and subjected to further presentation, analysis and interpretation. Then, a final draft was submitted for finalization and correction.

Statistical Treatment

To give in-depth to the study, the responses were subjected to statistical treatment with the used of the following non-parametric measures.

Simple Percentage. This was the statistical treatment that determined the related information of teachers as to age, gender, civil status, highest educational attainment, number of years in service and number of appropriate trainings, seminars and workshops and teacher's classroom management practices manifested

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Weighted Mean. This was the statistical treatment that determines the level of the teachers' instructional practices.

Pearson-r. This was utilized to determine the significant relationship between the teachers' instructional practices and the learners' academic performance.

Scoring Procedure

The following are the scoring procedures for the study:

I. PARAMETER LIMITS ON THE LEVEL OF THE TEACHERS' INSTRUCTIONAL PRACTICES

SCALE	RANGE	RESPONSE CATEGORY	VERBAL DESCRIPTION
4	3.26 – 4.00	Very High	
3	2.51 – 3.25	High	Moderately practice
2	1.76 – 2.50	Moderately High	Somewhat practice
1	1.00 – 1.75	Low	Less practice

DEFINITION OF TERMS

Terms were operationally defined as how it was used in the study:
Academic performance. Factors determined students' academic performance like personal factors of the students, school related factors, and most teacher-related factors

Academic performance. Refers to the grade indicated in the school records.

Administration and Supervision. The administration is all about defining the policies and goals of an organization while supervision is all about overseeing works and processes.

Descriptive design. It was a strategy that teaches the concepts behind context specific vocabulary by using high-frequency, reusable, common words.
Enhanced classroom instruction plan. Refers to the output of the study.

Instructional practices. Were used to describe planning strategies, instructional strategies, and the assessment practices of teachers. Instructional practices are about ongoing interaction between teachers and their students through the elements of teaching and learning Administration and Supervision.

Planning practices. Encompass the methods and processes for developing strategies, setting objectives, and allocating resources to achieve desired outcomes in various contexts, including business, project management, and urban development.

Teaching practices. the strategies and techniques an educator employ to facilitate learning and growth in students

Assessment practices. Were the diverse methods and approaches used to evaluate learning and performance, encompassing types like formative, summative, diagnostic, and authentic assessments, and incorporating methods such as peer and portfolio assessments.

Performance. It was the action or process of carrying out or accomplishing an action, task, or function.
Profile. Refers to the parent's educational attainment and their occupation.

Student Achievement. It was the measurement of the amount of academic content a student learns in a given time frame.

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II. DATA PRESENTATION, ANALYSIS AND INTERPRETATION

RESPONDENTS PROFILE

School Head

Understanding the demographic profile of the respondents is foundational in examining the context in which teaching and learning processes occur. The characteristics of school heads, teachers, and learners reflect the institutional environment, leadership maturity, instructional competence, and student diversity that shape educational dynamics.

Profiles offer a clearer picture of the existing human resource capacity, developmental readiness, and contextual factors influencing educational practices. For school leaders, age, educational attainment, and professional experience determine the depth of leadership skills and capacity to promote instructional excellence.

For teachers, demographic factors influence pedagogical effectiveness, commitment to continuous improvement, and adaptability to curriculum changes and technological advancements. Likewise, learner profiles highlight developmental needs, equity considerations, and socio-cultural backgrounds that educators must respond to.

By comprehensively understanding respondent profiles, this study establishes a strong foundation for analyzing teaching effectiveness, instructional practices, and student learning outcomes within the school context.

Table 2Age

Age	*f*	%
over 55 years old	0	0.00
51 – 55 years old	4	33.33
46 – 50 years old	0	0.00
41 – 45 years old	4	33.33
36 – 40 years old	4	33.33
31 – 35 years old	0	0.00
25 – 30 years old	0	0.00
Under 25 years old	0	0.00
Total	12	100.00
Average		44.67
Std Dev		6.51

The data in Table 2 illustrates that school heads fall exclusively within the 36–55 age range, divided evenly across three intervals. This distribution suggests that leadership roles are occupied by mid-career professionals with substantial educational and administrative experience.

The average age of 44.67 years further indicates maturity, stability, and professional competence, which are essential in addressing school needs, mentoring teachers, and implementing curriculum reforms. Their age positions them at a point where they have accumulated years of practice and leadership exposure, while still maintaining energy and openness to innovation.

Table 3
Gender

Gender	*f*	%
Male	0	0.00
Female	12	100.00
Total	12	100.00

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Table 3 highlights that all school heads are female. This reflects a continued trend in Philippine basic education, where women dominate school leadership positions.

This composition may point to strong leadership attributes among women such as empathy, communication, and collaborative management. Nevertheless, gender homogeneity may also limit diverse leadership perspectives.

Table 4
Length of Service

Length of Service	*f*	%
above 36 years	0	0.00
31 – 35 years	0	0.00
26 – 30 years	1	8.33
21 – 25 years	2	16.67
16 – 20 years	4	33.33
11 – 15 years	3	25.00
6 – 10 years	2	16.67
2 – 5 years	0	0.00
1 year and below	0	0.00
Total	12	100.00
Average		16.75

From the data shown in Table 4, school heads possess considerable experience, averaging 16.75 years in service. Such tenure implies mastery in school operations and instructional supervision. Leaders with more than a decade of service typically demonstrate refined leadership capabilities and a deep understanding of learner and teacher needs.

Table 5
Highest Educational Attainment

Highest Educational Attainment	*f*	%
Bachelor's Degree	8	66.67
With earned units in Master's Degree	0	0.00
Master's Degree	4	33.33
With earned units in Doctorate Degree	0	0.00
Doctorate Degree	0	0.00
Total	12	100.00

The data in Table 5 illustrates that while all school heads possess at least a bachelor's degree, only one-third have completed a master's degree. Graduate education broadens administrative competence, research literacy, and leadership confidence. Although the presence of master's-educated leaders is positive, there remains room for academic upskilling.

Table 6
Related Trainings and Seminars Attended

Relevant Trainings/Seminars Attended	*f*	%
National	17	141.67
Regional	25	208.33
Local	35	291.67
Total	77	641.67

Table 6 highlights that school heads actively participate more in local and regional trainings than national ones. This indicates a strong commitment to

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capacity-building within accessible platforms but also suggests limited opportunities for higher-level professional development.

Teacher
Table 7
Age

Age	*f*	%
over 55 years old	0	0.00
51 – 55 years old	1	12.50
46 – 50 years old	0	0.00
41 – 45 years old	0	0.00
36 – 40 years old	1	12.50
31 – 35 years old	4	50.00
25 – 30 years old	2	25.00
Under 25 years old	0	0.00
Total	8	100.00
Average		34.75
Std Dev		8.12

The data in Table 7 illustrates that half of the teachers are aged 31-35, and most fall below age 40. This suggests a predominantly young and dynamic teaching workforce capable of adapting to instructional innovations, technology integration, and modern pedagogical strategies. Younger teachers often bring enthusiasm and fresh educational perspectives.

Table 8
Gender

Gender	*f*	%
Male	1	12.50
Female	7	87.50
Total	8	100.00

Table 8 highlights that the teaching force is predominantly female, similar to most basic education settings nationwide. This aligns with traditional gender distribution in teaching professions but also underscores the importance of gender-balanced mentorship for learners.

Table 9
Employment status

Employment status	*f*	%
Regular Permanent	8	100.00
Provisional	0	0.00
substitute	0	0.00
contractual	0	0.00
Total	8	100.00

From the data shown in Table 9, all teachers hold permanent positions, indicating job stability and institutional commitment. This stability fosters stronger instructional consistency and long-term investment in the school's mission.

Table 10
Position

Position	*f*	%
Master Teacher IV	0	0.00
Master Teacher III	0	0.00
Master Teacher III	0	0.00
Master Teacher I	1	12.50
Teacher III	2	25.00
Teacher II	2	25.00
Teacher I	3	37.50
Total	8	100.00

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The data in Table 10 illustrates that most teachers are in entry to mid-level positions, indicating a workforce still developing mastery and expertise. Only one teacher holds a Master Teacher position, reflecting the early stage of career advancement among staff.

Table 11
Highest Educational Attainment

Highest Educational Attainment	*f*	%
Bachelor's Degree	4	50.00
With earned units in Master's Degree	0	0.00
Master's Degree	4	50.00
With earned units in Doctorate Degree	0	0.00
Doctorate Degree	0	0.00
Total	8	100.00

Table 11 highlights an equal split between bachelor's and master's degree holders. This balanced composition supports a mix of foundational teaching skills and advanced academic competence.

Table 12
Length of Service

Length of Service	*f*	%
More than 10 years	2	25.00
4 - 10 years	2	25.00
0 - 3 years	4	50.00
Total	8	100.00
Average		5.00

From the data shown in Table 12, most teachers are relatively new, with an average of 5 years in service. A newer workforce often demonstrates enthusiasm but may need sustained mentoring and training to refine teaching skills.

Table 13
Area of Specialization

Area of Specialization	*f*	%
English	1	12.50
Social Science	0	0.00
Filipino	0	0.00
MAPEH	0	0.00
Mathematics	0	0.00
TLE/TVL	0	0.00
General Science	7	87.50
Values Education	0	0.00
Total	8	100.00

The data in Table 13 illustrates a heavy concentration in science specialization, with limited subject diversity. While this strengthens STEM instruction, it highlights gaps in other academic disciplines.

Table 14
Grade Level Taught

Grade Level Taught	*f*	%
Elementary	7	87.50
Junior High School	1	12.50
Senior High School	0	0.00
Total	8	100.00

From the data shown in Table 14, teaching assignments predominantly cover elementary levels. This underscores the importance of early childhood pedagogy and foundational learning strategies in the school.

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Learners

Table 15__
Age and Gender

Age	Male		Female	
	f	%	*f*	%
over 15 years old	21	5.83	0	0.00
13 – 14 years old	2	0.56	3	0.83
11 – 12 years old	73	20.28	6	1.67
10 – 11 years old	75	20.83	12	3.33
8 – 9 years old	60	16.67	21	5.83
6 – 7 years old	68	18.89	19	5.28
Total	278	77.22	61	16.94
Average		8.73		
Std Dev		1.99		

The data in Table 15 illustrates that learners are mostly between 6 to 12 years old, representing foundational learning stages where literacy, numeracy, and socio-emotional skills develop rapidly.

Boys outnumber girls significantly, suggesting potential gender enrollment imbalance and diverse classroom behavioral dynamics.

Table 16
Grade Level

Grade Level	*f*	%
Grade VI	121	33.61
Grade V	102	28.33
Grade IV	57	15.83
Grade III	55	15.28
Grade II	38	10.56
Grade I	73	20.28
Total	446	123.89

Table 16 highlights that learners are distributed across Grades 1-6, with the highest number in Grade VI and Grade V. This reflects a full elementary p

opulation with strong senior-grade representation preparing for junior high transition.

Table _17_
Birth Order

Birth Order	*f*	%
Eldest	104	28.89
Middle	162	45.00
Youngest	73	20.28
Total	339	94.17

From the data shown in Table 17, most learners are middle children. Family role dynamics may influence behavior, confidence, and motivation in school settings.

Table 18
Residential Location

Residential Location	*f*	%
Rural	383	106.39
Urban	0	0.00
Total	383	106.39

The data in Table 18 illustrates that all learners come from rural areas. Rural context often presents resource limitations but also promotes strong community learning values.

THE LEVEL OF THE TEACHERS' INSTRUCTIONAL PRACTICES

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Table 19
PLANNING PRACTICES

I. PLANNING PRACTICES	Mean	Std Dev	Description
1. When I design my lesson, I consciously select content that needs the district's curriculum competencies, and/or performance standards	3.68	0.4761	Very High
2. When I design my lesson, I consciously select instructions materials based upon my knowledge of my student's development needs and learning styles	3.68	0.4761	Very High
3. When I design my lesson, I consciously select methods and strategies that accommodate individual needs and interest of specific students	3.76	0.4359	Very High
4. . When I design my lesson, I consciously prepare lessons with high expectations designed to challenge and stimulate all studen	3.60	0.5000	Very High
5. When I design my lesson, I consciously consider how to build upon my student's existing knowledge and experiences	3.56	0.5066	Very High
6. When I design my lesson, I consciously consider how to create active learning experiences for my students	3.76	0.4359	Very High
7. When I design my lesson, I consciously consider how to create cooperative learning experiences for my students	3.84	0.3742	Very High
8. When I design my lesson, I consciously designs lessons that require integration of content from more than one content area	3.88	0.3317	Very High
9. During each lesson, I move among the students, engaging individually and collectively with them during the learning experiences	4.12	0.5240	Very High
10. During each lesson, I consciously implement a teaching strategy that stimulates higher-order thinking skills	3.60	0.5000	Very High
Average Weighted Mean	3.75	Very High	

Legend: 3.26 – 4.00 Very High, 2.51 – 3.25 High, 1.76 – 2.50 Moderately High, 1.00 – 1.75 Low

The data in Table __ illustrates that teachers possess a very high level of planning practices, with an overall weighted mean of 3.75.

The consistently high means indicate a strong commitment to designing lessons aligned with curriculum standards, student learning needs, and instructional goals. Items such as lesson integration across content areas (mean = 3.88) and moving around to engage students individually (4.12) highlight teachers' intentional focus on interactive and interdisciplinary learning.

Furthermore, teachers consciously employ strategies that stimulate higher-order thinking and encourage cooperative learning, suggesting preparedness to build meaningful, challenging, and socially interactive classroom experiences. The scores demonstrate a planning mindset grounded in learner-centered approaches where teachers value active participation and differentiated instruction.

Teachers' ability to plan lessons that build on prior knowledge and create active learning experiences reflects an understanding of developmental and cognitive needs, aligning with progressive educational theories. The patterns indicate that instruction is not merely content-driven but structured to promote engagement, collaboration, and contextual understanding. Such practices enhance learner motivation and deepen comprehension, which are essential for competency-based learning environments.

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Table 20
TEACHING PRACTICES

II. TEACHING PRACTICES	Mean	Std Dev	Description
1. During each lesson, I create social interaction among students that enhances learning by requiring students to work as a team with both individual and group responsibilities	3.72	0.4583	Very High
2. During each lesson, I vary the size and composition of learning groups	3.64	0.6377	Very High
3. During each lessons, I discuss with my students the importance of courtesy and respect and consciously model for my students the types of personal behaviors that promote responsibility and social development among early adolescents	3.88	0.3317	Very High
4. During each lesson, I consciously implement two or more learning activities	3.76	0.5228	Very High
5. During each lesson, I consciously implement a learning activity that requires students to read or write in my content area.	3.72	0.4583	Very High
Average Weighted Mean	3.74	Very High	

Legend: 3.26 – 4.00 Very High, 2.51 – 3.25 High, 1.76 – 2.50 Moderately High, 1.00 – 1.75 Low

Table 20 highlights that teaching practices are also rated very high overall with a weighted mean of 3.74. Teachers frequently facilitate collaborative learning experiences, vary group structures, and model positive values like courtesy and respect, which contribute to nurturing socially responsible learners.

The highest mean (3.88) reflects teachers' emphasis on fostering respectful interactions and modeling positive behavior, an essential component of socio-emotional learning and character formation. The deliberate implementation of multiple learning activities and literacy-focused tasks suggests active and diverse instructional delivery that promotes cognitive engagement and content retention.

These results reflect a dynamic classroom climate where students are encouraged to work cooperatively, participate meaningfully, and engage in varied tasks.

The commitment to literacy integration and structured group work signifies pedagogical practices that align with 21st-century learning competencies. The high consistency of scores indicates teachers' intentional efforts to create inclusive, interactive, and values-driven lessons, fostering both academic and socio-emotional growth.

Table 21
ASSESSMENT PRACTICES

III. ASSESSMENT PRACTICES	Mean	Std Dev	Description
1. Conducts pre-test/diagnostic test	3.84	0.3742	Very High
2. Keeps and updates class record	3.88	0.3317	Very High
3. Prepares TOS based tests	3.84	0.5538	Very High
4. Uses rubrics when and where applicable	3.80	0.4082	Very High

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5. Uses written work, Performance tasks, and Quarterly Assessment adequately in evaluation of outcomes	3.84	0.3742	Very High
6. Evaluates learning outcomes through varied means	3.72	0.4583	Very High
7. Assists students who are hard-up by re-teaching and remedial	3.76	0.4359	Very High
8. Improve learners' achievement level (considers MPS and median)	3.76	0.4359	Very High
Average Weighted Mean	3.81	Very High	

Legend: 3.26 – 4.00 Very High, 2.51 – 3.25 High, 1.76 – 2.50 Moderately High, 1.00 – 1.75 Low

From the data shown in Table 21, teachers exhibit a very high level of assessment practices, with an overall weighted mean of 3.81, the highest among the three domains. Scores reveal consistent implementation of diagnostic tests (3.84), rubrics (3.80), and varied assessment tools, reflecting a commitment to monitoring learning performance comprehensively.

The highest score (3.88) indicates strong diligence in maintaining and updating class records, which is essential in tracking learner progress and informing instruction. Teachers also demonstrate responsiveness through remedial teaching and use of performance-based tasks, aligning with competency-based assessment frameworks.

These results show that assessment is not merely an administrative requirement but a meaningful instructional component. Teachers apply a balanced approach that includes diagnostic, formative, and summative strategies, contributing to fair evaluation and targeted intervention. This suggests a strong understanding of assessment as a tool for learning improvement rather than solely grading. The findings also imply that educators utilize assessment results to refine instruction and support learners struggling academically.

III. LEVEL OF ACADEMIC ACHIEVEMENT OF THE LEARNERS

The academic performances of learners were the result of the summative test given in the three identified subject – English, Science and Math.

Table 22
Performances in ENSCIMA

Subject	No. of Items	Mean Score	MPS	Performance: No. of Pupils Meeting the Criterion of 75% of the Test items	Performance: Percentage of Pupils Meeting the Criterion of 75% of the Test items
ENGLISH	20	16.89	84.94	65	72.22%

SCIENCE	20	17.27	86.33	67	74.44%
MATHEMATICS	20	17.08	85.39	61	67.78%

As shown on Table 22 the performances of the learners in the three identified subjects describe a mean percentage score of 84.9, 86.33 and 85.39 for English, Science and Math respectively. Though the average score in Math is 17.08 yet the number of learners within the passing rate is only 67.78% describing difficulty over the other two subjects under study.

This indicates that the learners need more time and guidance in the answering the modules prepared by the teachers and handed to parents for the learners to perform.

ISSUES AND CONCERNS IN TEACHING LEARNING PRACTICES RELATED BY THE TEACHERS IN THE CLASSROOM

Teaching is a dynamic and multifaceted profession that requires teachers to navigate instructional planning, classroom management, learner diversity, and evolving educational demands. While educators continuously strive for instructional excellence, they also encounter challenges that affect their teaching-learning practices. Identifying these concerns provides valuable insight into conditions that may hinder optimal learner experience and teacher effectiveness.

Understanding these issues helps uncover areas requiring institutional support, professional development, resource provision, and policy strengthening.

Moreover, examining teachers perceived concerns helps establish whether the classroom environment is conducive to learning, instructional strategies remain aligned with curriculum goals, and technology and innovation are meaningfully integrated. By analyzing these responses, school leaders and teachers can co-develop responsive interventions and build a more empowered and well-supported teaching workforce.

Table 23
ISSUES AND CONCERN

STATEMENTS	Mean	Std Dev	Description
1. Inconvenience in understanding different innovations in learning styles.	4.87	0.3444	Not Manifested
2. Less classroom discipline strategy	4.22	0.4217	Not Manifested
3. Lack of effective communication	4.52	0.5108	Not Manifested
4. Staying up to date with learning technology	1.13	0.3444	Manifested
5. Creating engaging lesson plans that fit the curriculum.	2.30	1.8448	Moderately Manifested
6. Lack OF emotional maturity dealing with conflicting situations	4.70	0.4705	Not Manifested

7. Lack of seminar related to teaching instruction	4.17	1.0725	Not Manifested
8. Insufficient of funds/resources/support to the job	3.17	1.0292	Somewhat Manifested
9. less of input into educational decisions	4.04	0.9283	Not Manifested
10. Insufficiency of time management	4.57	0.5069	Not Manifested
Average Weighted Mean	3.77		Somewhat Manifested

Legend: 1 Very Manifested, 2 Manifested, 3 Moderately Manifested, 4 Somewhat Manifested, 5 Not Manifested

The data in Table 22 illustrates that, overall, teachers perceive classroom-related issues as somewhat manifested, indicated by the average weighted mean of 3.77. This suggests that while teachers encounter challenges, these are not overwhelmingly prevalent and may be manageable within their current professional capacity.

Several areas such as difficulty understanding innovations in learning styles (mean = 4.87), classroom discipline strategies (4.22), communication issues (4.52), emotional maturity (4.70), and lack of input in decisions (4.04) are not manifested.

This implies strong teacher capacity in adapting to diverse learners, maintaining order, communicating effectively, managing emotions during conflicts, and demonstrating autonomy in instructional decisions. These strengths reflect a teaching force that is confident, competent, and able to maintain classroom stability while upholding professionalism.

However, the data also highlights specific concerns that pose instructional challenges. Most notably, staying up to date with learning technology is manifested (1.13), signaling a clear struggle in integrating digital tools. This may stem from limited access to ICT resources, insufficient training, or difficulty keeping pace with technological advancements.

Developing engaging lesson plans that align with the curriculum is moderately manifested (2.30), implying that while teachers align instruction to competencies, they still find it challenging to make lessons interactive, contextualized, and student-centered. Insufficient funds and support (3.17) further emphasize resource limitations that hinder implementation of innovative and enrichment activities. These areas reveal systemic and skill-based concerns that may impact instructional quality and equitable learning experiences.

From the data shown in Table 22, it is evident that while teachers demonstrate strong competence in core teaching areas, certain barriers, particularly technology adoption and resource limitations, restrict their ability to fully maximize modern pedagogical approaches.

The diversity in the mean values reflects that classroom challenges vary in intensity, where some stem from personal capacity and others from organizational limitations. Addressing these will ensure continuous improvement in instructional delivery and learner engagement.

IV. SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

These sections presented the summary, findings, conclusions and proposed appropriate recommendations.

SUMMARY

This research primarily assessed teachers' instructional practices on students' academic performance of the selected public elementary and national High schools in Cebu, Bohol and Samar

Divisions during the school year 2024-2025 as basis for enhanced classroom instruction plan.

The study surveyed the following the profile of the respondent group, the level of academic performance of the learners, the level of the teachers' instructional practices. The researcher made use of the qualitative of research with the use of the questionnaire as the main tool in the gathering of important data.

Quantitative method of research is the method of research in which data were quantified from the response of the questionnaire which were presented, analyzed and interpreted.

FINDINGS

On the level of the teachers' instructional practices as to planning practices, it illustrates that teachers possess a very high level of planning practices, teaching practices it highlights that teaching practices are also rated very high.

These results reflect a dynamic classroom climate where students are encouraged to work cooperatively, participate meaningfully, and engage in varied tasks. The commitment to literacy integration and structured group work signifies pedagogical practices that align with 21st-century learning competencies.

The high consistency of scores indicates teachers' intentional efforts to create inclusive, interactive, and values-driven lessons, fostering both academic and socio-emotional growth.

On the assessment practices teachers exhibit a very high level of assessment practices. These results show that assessment is not merely an administrative requirement but a meaningful instructional component.

Issues and concerns in teaching learning practices encountered by the teachers in the classroom the data illustrates that, overall, teachers perceive classroom-related issues as somewhat manifested. However, the data also highlights specific concerns that pose instructional challenges.

From the data shown, it is evident that while teachers demonstrate strong competence in core teaching areas, certain barriers, particularly technology adoption and resource limitations, restrict their ability to fully maximize modern pedagogical approaches.

The diversity in the mean values reflects that classroom challenges vary in intensity, where some stem from personal capacity and others from organizational limitations. Addressing these will ensure continuous improvement in instructional delivery and learner engagement.

CONCLUSION

Teachers possess a very high level of planning practices and teaching practices.

RECOMMENDATIONS

In the light of the findings, it is recommended that enhanced classroom instruction plan will be implemented.

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