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Pedagocical Challenges and Teaching Practices of Teachers in Zone 2, Division of Zambales

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Abstract

This study investigated the pedagogical challenges and teaching practices of public elementary school teachers in Zone II, Schools Division of Zambales, during SY 2025–2026. Respondents were predominantly female, middle-aged, married, occupying Teacher III positions, and pursuing graduate studies. Findings revealed that teachers experienced moderate challenges, particularly in learner readiness and engagement, yet consistently demonstrated high levels of teaching practices across planning, instruction, classroom management, and assessment. Pedagogical challenges did not significantly differ across demographic variables, while classroom management varied by educational attainment. No significant relationship was found between challenges and teaching practices, suggesting that instructional performance is maintained despite difficulties. The conclusion underscores the importance of addressing learner-related challenges while sustaining effective teaching practices. Recommendations include targeted professional development, mentoring, resource allocation, and system-wide support programs to strengthen instructional capacity and enhance teacher welfare.

Keywords: Pedagogical Challenges, Teaching Practices, Classroom Management, Assessment, Elementary Teachers, learners' readiness,

Introduction

Public school teachers play a central role in shaping learners' academic, emotional, and social growth, yet their ability to provide quality education is often constrained by administrative tasks, limited resources, diverse learner needs, and strict curriculum demands. Teaching practices are closely tied to pedagogical challenges, with global studies showing that inadequate materials and diverse classrooms directly affect lesson planning and delivery (Palanas & Torrecampo, 2023). In the Philippines, teachers adapted to modular and online learning during the pandemic through flexible strategies (Geverola et al., 2022; Oducado, 2021). National policies such as the Philippine Professional Standards for Teachers (DepEd Order No. 42, s. 2017) and the Learning Action Cell Policy (DepEd Order No. 35, s. 2016) further define expected practices, emphasizing varied instructional strategies, differentiated instruction, and collaborative professional development.

In Zambales, prior studies examined teacher practices and challenges during pandemic restrictions (Bumagat et al., 2023), but these focused mainly on secondary teachers. To date, no research has explored the challenges and practices of elementary teachers in the context of the full return to face-to-face instruction. This study addresses that gap by investigating both practices and challenges, as well as their relationship, to provide insights for strengthening teaching effectiveness in the post-pandemic classroom.

Statement of the Problem

This study investigated the pedagogical challenges and teaching practices of public elementary school teachers in Zone II, Division of Zambales, SY 2025-2026. Specifically, the researcher sought to answer the following research questions.

1. What is the profile of the teacher-respondents in terms of:
   1.1 sex;
   1.2 age;
   1.3 civil status;
   1.4 teaching position; and
1.5 highest educational attainment?
2. How do the respondents perceive the level of teachers' pedagogical challenges in terms of:
2.1 Instructional capacity and workload;
2.2 Learner readiness and engagement; and
2.3 Availability of resources?
3. What is the perceived level of teachers' teaching practices in terms of:
3.1 Planning practices;
3.2 Instructional delivery;
3.3 Classroom management; and
3.4 Assessment?
4. Is there a significant relationship between the teachers' pedagogical challenges and their teaching practices?

Scope and Limitation

This study focused on examining the pedagogical challenges and teaching practices of public elementary school teachers in Zone II, Division of Zambales during the second quarter of School Year 2025–2026. The respondents were officially employed teachers with at least one year of classroom experience, and data were gathered through self-reported questionnaires analyzed using descriptive methods to inform the development of an intervention plan. The findings are limited to the perspectives of teachers within Zone II and may not be generalizable to other divisions or educational contexts. Additionally, the study is subject to the inherent limitations of self-reported data and did not consider other potential influencing factors such as administrative support, availability of resources, or school culture.

FRAMEWORK OF THE STUDY

Review of Related Literature and Studies

Pedagogical Challenges

Instructional capacity and workload

Teacher development in schools often encounters various obstacles that can limit its effectiveness. One major challenge is the restricted time and resources allocated for professional growth. Teachers frequently manage heavy workloads and tight schedules, leaving little room for ongoing, meaningful professional learning (OECD, 2019).

Professional development is essential for employees to remain competitive, enhance their skills, and advance in their careers. When organizations fail to provide adequate opportunities for training, mentorship, and career growth, employees may experience stagnation, frustration, and burnout (Malinao & Miano, 2025). This lack of support can also lead to lower job satisfaction, disengagement, and higher

turnover rates. A major consequence of insufficient professional development is employee burnout and frustration.

Learner readiness and engagement

Learners who struggle with basic skills in reading, writing, and numeracy pose significant challenges in teaching Following the release of the 2022 PISA results, the Department of Education (DepEd) reported that Filipino learners are approximately five to six years behind in expected learning competencies (Villanueva, 2023). This finding highlights the widespread lack of foundational skills among learners. Consequently, teachers are often required to provide additional support through remedial instruction, adjust lesson pacing, and modify learning objectives to help learners bridge these learning gaps and meet academic standards.

Thus, managing disruptive behaviors continues to be a significant challenge for teachers. Recent reports from Pasig City highlight that learner misbehavior, including verbal and cyberbullying, remains a major concern, with rising incidents negatively affecting both teacher and learner performance (Bautista, 2023). Primary school teachers encounter a range of challenges that can hinder effective learning. Behavioral issues, such as learners speaking out of turn, not following instructions, or having difficulty paying attention, are common obstacles in the classroom (Önder, 2019). Additionally, external factors—including learners' family backgrounds, social circumstances, and emotional well-being—can influence behavior and engagement, adding another layer of challenges to teaching (Akbulut & Sadık, 2023).

Availability of Resources

According to Osai, Amponsah, Ampadu and Commey-Mintah (2021), the number of learners exceeds the optimal capacity for learning, creating a significant barrier to quality education worldwide. Overcrowded classrooms often face limited physical space, insufficient resources, and a high teacher-to-learner ratio, making it difficult for educators to deliver instruction effectively. Such conditions can lead to challenges in classroom management, restrict movement and interaction, and complicate the assessment of learner performance.This, in turn, can lower learner motivation and participation (Chavez, 2021). As a result, learners may feel overlooked and disengage from learning, further compounding classroom challenges (Marien, Alet & Graham, 2023). Overall, overcrowded classrooms place heavy demands on teachers, complicate classroom management, and contribute to an overwhelming workload.

In the Philippines, classroom overcrowding is particularly pressing. According to the Philippine Institute for Development Studies (PIDS, 2025), many regions, especially public elementary schools, continue to experience "severe classroom congestion."

Teaching Practices

Planning Practices

Effective teaching doesn't start when a teacher steps into the classroom—it begins much earlier, during the preparation and planning stage. Careful planning lays the groundwork for delivering lessons that are organized, purposeful, and tailored to meet learners' needs. According to Meador (2019), successful teaching relies heavily on thorough preparation. Even a small oversight during planning can affect how well a lesson is delivered. A well-constructed lesson plan acts as a roadmap for teachers, helping them align key elements such as learners, subject matter, teaching methods, and assessment strategies to ensure an effective and engaging learning experience (Levitas, 2019).

At the heart of lesson planning is the creation of clear and well-defined objectives. Ferrer (2021) highlights that these objectives should follow the "SMART" criteria—being specific, measurable, achievable, relevant, and time-bound—and be suited to the subject being taught. Equally important is the selection of

appropriate materials to support the lesson. Effective lesson preparation involves understanding the overarching curriculum to ensure that each session meaningfully contributes to learners' overall learning outcomes.

Instructional delivery

Instructional delivery involves three key elements: the use of evidence-based teaching strategies, adapting instruction to meet the needs of diverse learners, and continuously adjusting classroom practices to match the changing dynamics of modern education. Research identifies five fundamental components of effective classroom management—often referred to as the "Big Five." These include setting clear rules, establishing routines, reinforcing positive behavior through praise, addressing misbehavior consistently, and keeping learners engaged with meaningful and interesting lessons. In line with these principles, the Responsive Classroom approach emphasizes building a supportive and respectful learning community that values each learner's sense of self-worth. It promotes five core practices: demonstrating authoritative yet caring leadership, showing empathy, using mindful and respectful language, applying logical consequences, and reflecting on unconscious biases (Responsive Classroom, 2023). These practices mirror the goals of the "Big Five," focusing on maintaining discipline with compassion, respect, and an emphasis on learners' holistic growth.

Classroom management

Classroom management is universally regarded as significant in education – and a crucial factor in effective teaching and learning (Good & Lavigne, 2020). It encompasses a broad range of educational concepts, which include the physical, organizational, emotional, and social management of classrooms. It involves motivating learners, guiding them toward their goals, and maintaining effective control and supervision to ensure smooth and cooperative classroom activities, ultimately leading to improved learner performance. Similarly, Brannon (2020) emphasized that classroom management encompasses the deliberate actions and behaviors of teachers designed to encourage learner participation, cooperation, and engagement in the learning process.

Scheidecker and Freeman (2020) highlighted that effective classroom management is essential for creating a positive and productive learning environment. Such management not only supports learner learning but also helps prevent teacher burnout, promoting the well-being and safety of both learners and teachers. In line with this, Sieberer-Nagler (2020) asserted that every teacher aims to achieve effective classroom management to create an environment that fosters successful teaching and learning.

Assessment

The main purpose of classroom assessments is to help both teachers and learners track progress and improve performance (Andrade & Brookhart, 2020). Through effective assessment practices, teachers can better understand their learners' strengths and areas for growth, allowing them to adjust their teaching methods accordingly. These practices also give learners a clearer sense of what they need to work on to enhance their learning (Andrade & Brookhart, 2020). When assessments are used holistically, they encourage collaboration between teachers and learners, creating a more engaging and supportive learning environment

Summative assessment is used to evaluate and confirm learners' learning achievements while also promoting accountability in the education system. It helps determine whether learners have gained the knowledge and skills needed to move to the next stage of their education or to prepare for adult life. As explained by Berman et al. (2019), measurement involves assigning numbers to objects or events based on specific rules to indicate the amount or level of certain characteristics. In classroom settings, summative

assessments may take the form of projects, performance tasks, portfolios, written papers, classroom exams, standardized tests, or national assessments.

Theoretical framework

The theoretical framework of this study is anchored on **Constructivism Theory** and **Systems Theory**, which together explain the dynamics underlying the study variables. Constructivism views learning as an active process in which learners construct knowledge by integrating new information with their prior knowledge, experiences, and beliefs, emphasizing learner engagement in the teaching–learning process. Complementing this, Systems Theory conceptualizes education as an interconnected system where teacher-related factors (such as instructional practices and workload) and learner-related factors (such as behavior, engagement, and readiness) function as interacting subsystems within a broader educational context. Taken together, these theories provide a holistic lens for examining pedagogical challenges, highlighting that teaching and learning outcomes emerge from the continuous interaction among multiple interrelated factors rather than from isolated variables.

RESEARCH METHODOLOGY

Research Design

This research proposal employed a descriptive-correlational research design, with a survey questionnaire as the main research instrument. Descriptive-correlational research is a quantitative approach that aims to describe variables and examine the relationships among them without manipulating any of the study variables. It seeks to determine the degree of association between two or more variables and helps answer questions about whether and how variables are related.

According to Calvin K. Schober and Lutz A. Schwarte (2018), correlational research is used to assess the strength and direction of relationships between variables, without establishing cause-and-effect conclusions. A descriptive-correlational design was appropriate for this study as it aimed to describe and assess the pedagogical challenges teachers face and their teaching practices in the classroom, while also examining the relationships among key variables such as planning practices, assessment practices, classroom management, instructional delivery, and learner engagement. This design allowed the researcher to capture and summarize teachers' actual experiences, highlighting both the difficulties they encounter and the strategies they use in their daily teaching.

Respondents and Location

The study involved 149 public elementary school teachers selected from 15 schools in Zone II, Schools Division of Zambales, during SY 2025–2026. Eligible respondents were officially employed teachers with at least one year of classroom experience and actively teaching at the time of data collection. Teachers across different positions (Teacher I–VII and Master Teachers) were included to capture perspectives from both novice and experienced educators.

A multistage cluster sampling method was used, with schools serving as clusters. Fifteen schools were randomly chosen, and within each, teachers were randomly selected to ensure fair representation. The study was conducted across three districts—Botolan, Iba, and Palauig—within Zone II, providing diverse insights into classroom practices and challenges in the local context.

The Instrument and Validation Process

Data were collected using a researcher-developed survey questionnaire on a four-point Likert scale. The instrument assessed teachers' pedagogical challenges (instructional capacity and workload, learner readiness and engagement, and resource availability) and teaching practices (planning, instructional

delivery, classroom management, and assessment). Items were adapted from prior validated studies and refined through a review of related literature.

The questionnaire consisted of three parts: demographic information, pedagogical challenges (30 items), and teaching practices (40 items). A pilot test was conducted with teachers from Libaba Elementary School to ensure clarity and consistency. Expert validation confirmed alignment with study objectives, and reliability was measured using Cronbach's alpha. Results indicated excellent reliability for most dimensions (0.869–0.953), with planning practices rated acceptable (0.757). These values affirm that the instrument was suitable for data collection and capable of producing credible results for analyzing teachers' challenges and practices.

Data Collection

Once the survey questionnaire has been finalized and validated, the researcher requested permission from the Schools Division Superintendent of DepEd-Zambales and the District Supervisors through formal letters endorsed by the Director of the Graduate School. After approval was obtained, the researcher reached out to the School Heads/Principals of the participating schools to coordinate the schedule and process of distributing the questionnaires.

Before giving out the survey, the researcher explained the objectives and purpose of the study to the teachers to ensure that they understand and voluntarily agree to take part. Informed consent was secured from each respondent, following ethical standards in research.

With the help of the school heads, the researcher distributed and collected the accomplished questionnaires to make sure all responses are complete and accurate. After all surveys have been retrieved, the data was organized, tallied, and encoded for analysis. A statistician assisted in processing the data using appropriate statistical methods, and the results were interpreted to address the objectives of the study.

Data Analysis

Data were processed using SPSS and MS Excel. Frequency distribution was applied to describe respondents' demographic profiles, while means and Likert scale interpretations measured levels of pedagogical challenges and teaching practices. Pearson's r was used to examine the relationship between pedagogical challenges and teaching practices, with correlation coefficients interpreted according to standard ranges (very low to perfect correlation). This combination of descriptive and inferential statistics provided a clear picture of teachers' challenges, practices, and their interrelationships.

RESULTS AND DISCUSSION

1. Profile of the Respondents

1.1 Sex. The data shows that the majority of the teacher-respondents are female, comprising 127 out of 149 (85.2%), while male teachers account for 22 (14.8%), indicating that the teaching workforce in the selected schools is predominantly female. This gender distribution reflects long-standing socio-cultural norms and societal expectations that associate teaching in basic education with nurturing and caregiving roles, consistent with the findings of Bongco and Abenes (2019) that the profession remains female-dominated.

1.2 Age. The data shows that the largest proportion of teacher-respondents falls within the 36–40 years age group (29 or 19.5%), followed by those aged 41–45 years (23 or 15.4%), while the 31–35 years and 46–50 years age groups each comprise 22 respondents (14.8%). Notably, there were no respondents aged 25 years and below. The computed mean age of 43.30 years indicates that most teachers are in their middle adulthood stage, suggesting workforce maturity and stability. This age

distribution aligns with the findings of Lastra and Garcia (2025), who reported that the majority of public elementary school teachers in Region III belong to the 35–45 age bracket, reflecting long-term retention in the teaching profession.

1.3 Civil Status. The data shows that the majority of the teacher-respondents are married (118 or 79.2%), followed by those who are single (26 or 17.4%), while only 3 (2.0%) are widowed and 2 (1.3%) are separated. This distribution indicates that most teachers are in their mid-career stage, a finding that is consistent with Delavin and Dumaguin (2022), who likewise reported that public elementary school teachers in Central Luzon are predominantly married.

Table 1
Frequency and Percentage Distribution on the Teacher-respondents' Profile Variables

Profile Variables		Frequency (f)	Percentage (%)
Sex	Male	22	14.8
	Female	127	85.2
	Total	**149**	**100.0**
Age **Mean = 43.30 or 43 years old**	61-65 years old	4	2.7
	56-60 years old	16	10.7
	51-55 years old	19	12.8
	46-50 years old	22	14.8
	41-45 years old	23	15.4
	36-40 years old	29	19.5
	31-35 years old	22	14.8
	26-30 years old	14	9.4
	Total	**149**	**100.0**
Civil Status	Single	26	17.4
	Married	118	79.2
	Widowed	3	2.0
	Separated	2	1.3
	Total	**149**	**100.0**
Highest Educational Attainment	Master Teacher III	3	2.0
	Master Teacher II	3	2.0
	Master Teacher I	9	6.0
	Teacher VI	4	2.7
	Teacher IV	8	5.4
	Teacher III	62	41.6
	Teacher II	15	10.1
	Teacher I	45	30.2
	Total	**149**	**100.0**
	Doctorate Degree	7	4.7
	Master's with Doctorate units	7	4.7
	Master's Degree	24	16.1
	Bachelor with Master's Units	90	60.4

Bachelor's Degree	21	14.1
Total	**149**	**100.0**

1.4 Teaching Position. It can be noted that the majority of the teacher-respondents hold the position of Teacher III (62 or 41.6%), followed by Teacher I (45 or 30.2%) and Teacher II (15 or 10.1%), indicating that most respondents occupy mid-level teaching ranks. Notably, there were no respondents holding the positions of Master Teacher IV, Teacher V, or Teacher VII. Out of 149 respondents (100.0%), the predominance of Teacher I to Teacher III positions reflects a structured promotion system within the Department of Education, a finding consistent with He et al. (2024), who reported that most public elementary school teachers in Region III occupy mid-level plantilla positions.

1.5 Highest Educational Attainment. It can be noted that the majority of the teacher-respondents hold a bachelor's degree with master's units (90 or 60.4%), followed by those who have completed a master's degree (24 or 16.1%) and those with a bachelor's degree (21 or 14.1%). Smaller proportions include teachers with a doctorate degree (7 or 4.7%) and those with master's units with doctorate units (7 or 4.7%), out of a total of 149 respondents (100.0%). This distribution indicates that most teachers are engaged in or have begun graduate-level studies, a trend consistent with Blanco and de Guzman (2024), who noted that public-school teachers in Luzon commonly pursue graduate education to meet promotion requirements under the Department of Education ranking system.

2. Perceived Level of Teacher's Pedagogical Challenges

2.1 Instructional Capacity and Workload

Teacher-respondents perceived that excessive workload, paperwork, and reports pose the greatest pedagogical challenge, which obtained the highest mean of 3.04, ranked 1st, and interpreted as Moderately Challenging, indicating that administrative demands significantly affect their instructional capacity. On the other hand, difficulty in integrating technology into instruction received the lowest mean of 2.65, ranked 10th, although still interpreted as Moderately Challenging, implying that while technological integration presents difficulties, it is comparatively less pressing than workload-related concerns. The overall weighted mean of 2.82, interpreted as Moderately Challenging, indicates that, in general, teachers experience a moderate level of pedagogical challenges in terms of instructional capacity and workload.

The findings indicate that workload-related demands, rather than instructional competence deficits, constitute the primary pedagogical challenge among teachers.

Interestingly, technology integration ranked lowest among the listed challenges, although still within the "Moderately Challenging" range. This may indicate gradual adaptation to digital tools, possibly due to sustained exposure to blended learning modalities in recent years. The result implies that while instructional innovation requires effort, teachers are comparatively more strained by systemic workload demands than by pedagogical skill deficits.

Table 2 Perceived Level of Teacher's Pedagogical Challenges in terms of Instructional Capacity and Workload

	Instructional Capacity and Workload	Weighted Mean	Descriptive Equivalent	Rank
1	Insufficient professional development seminars, training, and workshops.	2.85	Moderately Challenging	5

2	Excessive workloads, paperwork, and reports.	3.04	Moderately Challenging	1
3	Inadequate time to prepare lesson plans and instructional materials for the teaching and learning process.	2.89	Moderately Challenging	3
4	Poor time management of daily tasks and responsibilities in school.	2.77	Moderately Challenging	7
5	Lack of motivation or burnout due to repetitive tasks	2.79	Moderately Challenging	6
6	Stress and fatigue due to long working hours	2.93	Moderately Challenging	2
7	I feel overworked and underpaid with the current situation	2.81	Moderately Challenging	4
8	I face difficulties and feel unprepared to teach certain subjects or topics.	2.69	Moderately Challenging	9
9	Difficulty in integrating technology into instruction	2.65	Moderately Challenging	10
10	Creating relevant and engaging lessons that meet curriculum standards and learner needs is a constant challenge	2.73	Moderately Challenging	8
OWM		**2.82**	Moderately Challenging	

Agai-Demjaha et al. (2020) found that extended working hours and clerical responsibilities significantly predict occupational stress among public elementary teachers in Central Luzon. Their results align with the present finding that stress and fatigue due to long working hours remain a major pedagogical concern. Magtalas and Eduvala (2024) also found out that the teachers feel highly burnt out in doing their tasks especially when confronted with problems and job-related stressors. Teachers tend to be disturbed because of the presence of these problems.

2.2 Learner Readiness and Engagement

Teacher-respondents perceived that learners' poor study habits and lack of follow-up at home pose the greatest pedagogical challenge, which obtained the highest mean of 3.48, ranked 1st, and interpreted as Very Challenging, indicating that inadequate reinforcement of learning outside the classroom significantly affects instructional effectiveness. On the other hand, learners' low level of motivation received the lowest mean of 3.16, ranked 10th, and interpreted as Moderately Challenging, implying that while motivation remains a concern, it is comparatively less severe than other learner-related factors. The overall weighted mean of 3.29, interpreted as Very Challenging, indicates that, in general, teachers experience a high level of pedagogical challenges in terms of learner readiness and engagement.

Table 3 Perceived Level of Teacher's Pedagogical Challenges in terms of Learner Readiness and Engagement

Learner Readiness and Engagement		Weighted Mean	Descriptive Equivalent	Rank
1	Learners' poor study habits and lack of follow-up at home	3.48	Very Challenging	1

2	Learners' poor and erratic school attendance	3.24	Moderately Challenging	8.5
3	Learners' diverse characteristics and negative attitudes	3.28	Very Challenging	4.5
4	Learners' low level of motivation	3.16	Moderately Challenging	10
5	Learners' lack of interest in learning	3.24	Moderately Challenging	8.5
6	Learners' lack of basic skills (reading, writing, numeracy) and knowledge prerequisite needed for grade-level work	3.27	Very Challenging	6
7	Learners' disruptive behaviors that affect classroom management	3.38	Very Challenging	2
8	Learners' inability to focus and pay attention during lessons	3.28	Very Challenging	4.5
9	Learners' limited parental support and guidance in academics	3.30	Very Challenging	3
10	Learners' difficulty in understanding lesson content	3.26	Very Challenging	7
OWM		**3.29**	Very Challenging	

The findings demonstrate that learner-related variables constitute a more intense challenge compared to instructional capacity and workload (as reflected in the previous table). The predominance of poor study habits and lack of academic follow-up at home suggests that learning gaps are reinforced by insufficient home-based academic support.

The high ranking of disruptive behaviors highlights the persistent issue of classroom management. Behavioral disruptions not only consume instructional time but also affect the overall learning climate. The prominence of disruptive behaviors aligns with the findings of Wangdi and Namgyel (2022) who reported that classroom management difficulties remain a critical concern among public-school teachers in the Philippines, particularly in large and diverse classrooms. Their study noted that behavioral disruptions reduce instructional time and increase teacher stress levels.

2.3 Availability of resources

Teacher-respondents perceived that the lack of instructional materials such as textbooks, modules, activity sheets, and visual aids poses the greatest pedagogical challenge, which obtained the highest mean of 2.93, ranked 1st, and interpreted as Moderately Challenging, indicating that insufficient teaching-learning materials significantly constrain effective instruction.

Table 4
Perceived Level of Teacher's Pedagogical Challenges in terms of Availability of resources

Availability of resources		**Overall Weighted Mean**	**Descriptive Equivalent**	**Rank**
1	Lack of safe, conducive, and well-ventilated classroom	2.69	Moderately Challenging	7.5
2	Lack of classroom comfort room and inadequate number of learners' tables and chairs	2.65	Moderately Challenging	9

3	Unavailability of computers, printers, and other ICT paraphernalia for academic and ICT integration purposes	2.79	Moderately Challenging	2
4	Lack of instructional supervision and technical assistance from the school head	2.54	Moderately Challenging	10
5	Overcrowded learning spaces that limit effective classroom management.	2.71	Moderately Challenging	5.5
6	Lack of external support from stakeholders (e.g., LGU, NGOs, barangay).	2.71	Moderately Challenging	5.5
7	Inadequate support staff (e.g., teaching assistants, guidance counselors, clerks) to help manage non-instructional tasks.	2.73	Moderately Challenging	4
8	Limited technical support for ICT or equipment troubleshooting.	2.76	Moderately Challenging	3
9	Inadequate number of chairs, tables, and classroom furniture for learners.	2.69	Moderately Challenging	7.5
10	Lack of instructional materials such as textbooks, modules, activity sheets, and visual aids.	2.93	Moderately Challenging	1
OWM		**2.72**	Moderately Challenging	

On the other hand, the lack of instructional supervision and technical assistance from the school head received the lowest mean of 2.54, ranked 10th, and interpreted as Moderately Challenging, implying that while supervisory support is a concern, it is comparatively less pressing than material and technological shortages. The overall weighted mean of 2.72, interpreted as Moderately Challenging, indicates that, in general, teachers experience a moderate level of pedagogical challenges in terms of availability of resources.

The findings suggest that material insufficiency remains the most pressing resource-related constraint affecting teachers' pedagogical performance. Instructional materials are fundamental inputs in the teaching-learning process; their inadequacy directly limits lesson enrichment, differentiation, and learner engagement. When teachers lack access to updated textbooks, modules, and visual aids, instructional delivery often becomes teacher-centered and less interactive, potentially affecting learner outcomes. The prominence of insufficient instructional materials aligns with the findings of Navarro (2024) from the Philippine Institute for Development Studies (PIDS), which reported that shortages of textbooks and learning materials remain prevalent in several public schools, particularly in resource-constrained divisions.

3. Perceived Level of Teacher's Teaching Practices

3.1 Planning Practices

Table 5 Perceived Level of Teacher's Teaching Practices in terms of Planning Practices

	Planning Practices When I design my lesson…	**Weighted Mean**	**Descriptive Equivalent**	**Rank**
1	I consciously select content that needs the district's curriculum competencies, and/or performance standards.	3.51	Always Practiced	4.5

2	I consciously select instructions materials based upon my knowledge of my learner's development needs and learning styles.	3.57	Always Practiced	1
3	I consciously select methods and strategies that accommodate individual needs and interest of specific learners.	3.55	Always Practiced	2
4	I consciously prepare lessons with high expectations designed to challenge and stimulate all learners.	3.48	Always Practiced	9.5
5	I consciously consider how to build upon my learner's existing knowledge and experiences.	3.54	Always Practiced	3
6	I consciously consider how to create active learning experiences for my learners.	3.48	Always Practiced	9.5
7	I consciously consider how to create cooperative learning experiences for my learners.	3.49	Always Practiced	7.5
8	I consciously design lessons that require integration of content from more than one content area.	3.49	Always Practiced	7.5
9	I move among the learners, engaging individually and collectively with them during the learning experiences.	3.51	Always Practiced	4.5
10	I consciously implement a teaching strategy that stimulates higher-order thinking skills.	3.52	Always Practiced	6
OWM		**3.51**	Always Practiced	

Teacher-respondents reported that when designing their lessons, they consciously select instructional materials based upon their knowledge of learners' developmental needs and learning styles, which obtained the highest mean of 3.57, ranked 1st, and interpreted as Always Practiced, indicating a strong commitment to learner-centered instructional planning. On the other hand, both consciously preparing lessons with high expectations designed to challenge and stimulate all learners and consciously considering how to create active learning experiences for learners received the lowest mean of 3.48, ranked 9.5th, although still interpreted as Always Practiced, implying that while these practices are regularly implemented, they are comparatively less emphasized than other planning components. The overall weighted mean of 3.51, interpreted as Always Practiced, indicates that, in general, teachers consistently demonstrate strong planning practices in lesson design.

The findings reveal a high level of instructional intentionality among teachers in planning their lessons. The emphasis on selecting materials and strategies aligned with learners' developmental needs indicates pedagogical awareness grounded in learner variability and differentiation principles. This reflects adherence to outcomes-based education and standards-based curriculum frameworks, where instructional alignment is critical to ensuring competency mastery. The strong emphasis on aligning instructional materials with learner needs is supported by Parojinog and Garcia (2025) who reported that Filipino teachers demonstrate adaptive instructional planning strategies, particularly in response to diverse learner profiles in basic education settings. Their findings emphasized the importance of contextualized lesson

planning in improving learner engagement. Similarly, Article et al. (2022)highlighted that differentiated instruction practices are increasingly integrated into lesson planning among public-school teachers in the Philippines, particularly following professional development initiatives aligned with the K–12 curriculum reforms.

3.2 Instructional Delivery

Table 6
Perceived Level of Teacher's Teaching Practices in terms of Instructional Delivery

	Instructional Delivery During each lesson…	**Weighted Mean**	**Descriptive Equivalent**	**Rank**
1	I state clearly the lesson objectives and demonstrate mastery of the subject matter.	3.62	Always Practiced	3
2	I present topic in logical sequence and pace lesson appropriately.	3.63	Always Practiced	2
3	I stress mastery of competencies relevant to the curriculum guide.	3.51	Always Practiced	10
4	I select examples relevant to learner experiences and make connections to a real-world context.	3.65	Always Practiced	1
5	I share thought-provoking questions in teaching.	3.58	Always Practiced	6.5
6	I embed and encourage higher-order thinking skills along with teaching foundation skills	3.57	Always Practiced	9
7	I incorporate various teaching aids like models, diagrams, PowerPoint, etc.	3.58	Always Practiced	6.5
8	I select teaching methods appropriate to the content standards	3.59	Always Practiced	8
9	I use relevant teaching strategy to meet learning competencies	3.61	Always Practiced	4
10	I demonstrate the successful use of the knowledge/ skills in problem-solving through modeling	3.60	Always Practiced	5
OWM		**3.59**	Always Practiced	

Teacher-respondents reported that during each lesson, they select examples relevant to learner experiences and make connections to a real-world context, which obtained the highest mean of 3.65, ranked 1st, and interpreted as Always Practiced, indicating a strong emphasis on contextualized and meaningful instruction. On the other hand, stressing mastery of competencies relevant to the curriculum guide received the lowest mean of 3.51, ranked 10th, although still interpreted as Always Practiced, implying that while competency mastery remains consistently implemented, it is comparatively less emphasized than contextualization and lesson sequencing strategies. The overall weighted mean of 3.59, interpreted as Always Practiced, indicates that, in general, teachers consistently demonstrate strong instructional delivery practices.

The findings reveal that teachers strongly prioritize contextualization and real-world application during instructional delivery. The highest-ranked indicator underscores a constructivist orientation, where teachers intentionally bridge theoretical knowledge with practical experiences to enhance learner

comprehension and retention. The strong emphasis on contextualization aligns with the findings of Bernardo (2020), who emphasized that Filipino learners demonstrate improved comprehension when instruction is anchored in culturally and socially relevant contexts. His study highlighted contextualized teaching as a key predictor of academic engagement.

3.3 Classroom management

Teacher-respondents reported that in managing their classroom, they show systematic routine work/s, which obtained the highest mean of 3.68, ranked 1st, and interpreted as Always Practiced, indicating that structured and consistent classroom procedures are strongly embedded in their management practices. On the other hand, involving parents and guardians in classroom discipline received the lowest mean of 3.60, ranked 10th, although still interpreted as Always Practiced, implying that while parental involvement is regularly practiced, it is comparatively less emphasized than internal classroom management strategies. The overall weighted mean of 3.65, interpreted as Always Practiced, indicates that, in general, teachers consistently demonstrate strong classroom management practices.

The prominence of systematic routines aligns with the findings of Cambaya and Paglinawan (2024) which emphasize that well-established classroom procedures significantly improve behavioral outcomes and academic engagement. Local adaptations of these principles in Philippine public schools have shown that routine consistency reduces classroom disruptions.

Meanwhile, the relatively lower ranking of parental involvement corresponds with the findings of Tus et al. (2021) who reported that although parent–teacher collaboration is recognized as important in Philippine schools, its implementation varies depending on socio-economic and contextual factors.

Table 7
Perceived Level of Teacher's Teaching Practices in terms of Classroom management

	Classroom management In managing my classroom…	**Overall Weighted Mean**	**Descriptive Equivalent**	**Rank**
1	I maintain discipline and control	3.66	Always Practiced	3.5
2	I create warm and welcoming room by proper positioning of chairs, displays and equipment	3.66	Always Practiced	3.5
3	I show systematic routine work/s	3.68	Always Practiced	1
4	I develop classroom rules that foster respect, caring and community in the classroom	3.65	Always Practiced	5
5	I make expectations for behavior clear at the beginning of the school year	3.64	Always Practiced	6.5
6	I keep the class in order by staying on time and on task	3.62	Always Practiced	9
7	I have a regular daily schedule to help the pupils prepare for the upcoming activities	3.63	Always Practiced	8
8	I set boundaries and expectations at the beginning of the class	3.64	Always Practiced	6.5

9	I involve parents and guardians in classroom discipline	3.60	Always Practiced	10
10	I use positive reinforcement to encourage good behavior and motivate learners to follow classroom rules.	3.67	Always Practiced	2
OWM		**3.65**	Always Practiced	

3.4 Assessment

Teacher-respondents reported that during the teaching-learning process, they recognize the results of assessment to track pupils' progress, which obtained the highest mean of 3.69, ranked 1st, and interpreted as Always Practiced, indicating that monitoring learner progress through assessment results is consistently implemented. On the other hand, both gathering evidence on learner learning that informs instructional decisions and gathering information about the various learning styles of learners in the classroom received the lowest mean of 3.61, ranked 9.5th, although still interpreted as Always Practiced, implying that while data-informed instruction and learner profiling are consistently practiced, they are comparatively less emphasized than progress monitoring and performance measurement. The overall weighted mean of 3.64, interpreted as Always Practiced, indicates that, in general, teachers consistently demonstrate strong assessment practices in the teaching-learning process.

The findings reveal that teachers prioritize the use of assessment as a mechanism for tracking learner progress. The highest-ranked indicator underscores the formative function of assessment monitoring growth and identifying learning gaps. This suggests that teachers are not merely administering tests but actively utilizing assessment outcomes to evaluate pupil development.

Table 8
Perceived Level of Teacher's Teaching Practices in terms of Assessment

Assessment During the teaching-learning process…		**Weighted Mean**	**Descriptive Equivalent**	**Rank**
1	I use informal assessment that is aligned with the content standards	3.62	Always Practiced	8
2	I measure the performance abilities and skills of learners	3.67	Always Practiced	2
3	I assess written works of learners	3.66	Always Practiced	3
4	I recognize the results of assessment to track pupils progress	3.69	Always Practiced	1
5	I gather evidence on learner learning that informs instructional decisions.	3.61	Always Practiced	9.5
6	I assess learning to monitor learners on a day-to-day basis	3.63	Always Practiced	6.5
7	I provide learners the ability to track their educational goals	3.63	Always Practiced	6.5
8	I gather information about the various learning styles of learners in the classroom	3.61	Always Practiced	9.5

9	I integrate assessment into the process of teaching and learning	3.65	Always Practiced	4
10	I support pupils' self-regulation	3.64	Always Practiced	5
OWM		**3.64**	Always Practiced	

The strong emphasis on tracking learner progress aligns with the findings of Balagtas et al. (2025) who reported that formative assessment practices significantly predict academic achievement in Philippine basic education. Their study emphasized that consistent monitoring of learner progress enhances instructional responsiveness.

Meanwhile, the consistent practice of supporting learner self-regulation corroborates the findings of Roki'ah et al. (2023), who identified that teachers who incorporate reflective and self-monitoring strategies contribute to improved learner autonomy and academic outcomes. However, the slightly lower ranking of data-informed instructional adjustment suggests that while assessment is consistently practiced, maximizing its diagnostic function remains an area for further enhancement.

4. Test of Relationship Between Perceived Teacher's Level of Pedagogical Challenges and Level of Teaching Practices

Table 9

Pearson Product Moment Coefficient of Correlation to test Relationship Between Perceived Teacher's Level of Pedagogical Challenges and Level of Teaching Practices

Sources of Correlations		**Teacher's Level of Pedagogical Challenges**	**Teacher's Level of Teaching Practices**	**Decision/ Interpretation**
Teacher's Level of Pedagogical Challenges	Pearson Correlation	1	.106	**Very Weak Positive Correlation, No significant relationship (Fail to Reject H_0)**
	Sig. (2-tailed)		.200	
	N	149	149	
Teacher's Level of Teaching Practices	Pearson Correlation	.106	1	
	Sig. (2-tailed)	.200		
	N	149	149	
**. Correlation is significant at the 0.05 level (2-tailed).				

The results show a very weak positive correlation between teachers' perceived pedagogical challenges and their teaching practices, with a Pearson r value of 0.106. The computed p-value of 0.200, which is greater than the 0.05 level of significance, indicates that the relationship is not statistically significant; thus, the null hypothesis is not rejected. This suggests that perceived pedagogical challenges are not significantly associated with variations in teaching practices.

Overall, the findings indicate that although the relationship between pedagogical challenges and teaching practices is positive, its magnitude is minimal and statistically insignificant. This implies that teachers are able to maintain consistent instructional performance despite encountering pedagogical challenges. These results are consistent with Batonghinog and Chavez (2025), who found that Filipino teachers sustained

high levels of instructional practice even when facing moderate pedagogical constraints, attributing this stability to strong professional commitment and the presence of standardized curriculum frameworks.

CONCLUSION AND RECOMMENDATIONS

Conclusions

Based on the foregoing results of the study, the researcher concluded that:

1. The teacher-respondents are predominantly female, middle-aged, married, occupying Teacher III positions, and are academically advancing through graduate studies.
2. Teachers experience a moderate overall level of pedagogical challenges, with learner readiness and engagement identified as the most critical challenge.
3. Teachers consistently demonstrate a high level of teaching practices across planning, instructional delivery, classroom management, and assessment.
4. There is no significant relationship between teachers' pedagogical challenges and their teaching practices, suggesting that instructional practices are not influenced by the nature and level of challenges encountered.

Recommendations

In view of the conclusion of the study, the following are recommended.

1. School heads may strengthen targeted professional development and instructional support programs that address the pedagogical challenges faced by elementary teachers, particularly those in mid-career stages and Teacher I–III positions who are actively pursuing graduate studies, in order to further enhance effective teaching practices in the classroom.
2. School heads may design targeted programs addressing learner readiness issues, particularly study habits, parental involvement, and classroom behavior management. Additionally, school heads and Master Teachers may conduct regular monitoring and mentoring programs may be implemented to sustain high teaching practices.
3. Teachers may attend professional development seminars focusing on differentiated instruction, learner engagement strategies, and formative assessment practices.
4. School heads may consider to implement resource allocation strategies in order to improve and ensure sufficient instructional materials and ICT equipment.

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