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Teachers' Instructional Practices and Students' Academic Performance: Analyzing the Perceived Challenges in Implementation

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Abstract **Original Research Article**

The study explored how teachers' instructional practices relate to students' academic performance. It used a convergent-parallel mixed-method design, using both quantitative and qualitative approaches. The respondents included 30 teachers and 308 students from a public school. The data was collected using the Instructional Practices Survey. To measure students ' academic performance, the general weighted average is based on DepEd Order No. 8 s. 2015 or the E-Class Record. The data were analyzed using descriptive analysis and Pearson's correlation coefficient. For the qualitative part of the study, a researcher-made questionnaire was used, and thematic analysis was applied to identify challenges, impacts, and strategies used by the teacher for addressing the challenges. The results showed that teachers displayed evident instructional practices, and students' academic performance was consistently satisfactory. However, there was no significant relationship between teachers' instructional practices and students' academic performance. Teacher-participants reported facing challenges, such as student-related issues, lack of resources, and teacher-related challenges that affected their teaching. Despite these challenges, teachers found ways to address them. The study suggests using different research instruments to measure teachers' instructional practices, increasing the sample size to include a larger district or division setting, and applying other statistical methods like regression analysis to understand the relationship between these two variables better.

Keywords: *instructional practices, student academic performance, perceived challenges.*

INTRODUCTION

Education involves the process of receiving or providing structured instruction, particularly at a school or university level. It is also viewed to uplift the socioeconomic status and to escape poverty. The Sustainable Development Goals (SDGs) set by the United Nations in its fourth objective pushed the quality education. To provide quality education, it should support the three key pillars: access to qualified teachers, adequate learning resources and professional development, and the development of secure and supportive learning environments (Pak Tee Ng, 2015).

In the Philippines, every student has the right to quality and accessible education. The 1987 Philippine Constitution mandates it under Article XIV. Furthermore, Secretary of Education Leonor Briones highlighted the vital role of continuous innovation within the Department of Education to enhance the standard of basic education in the country. This innovation aims to tackle the challenges of transforming student learning methods, cultivating new kinds of students, enhancing teacher skills, and upgrading facilities and equipment (Hernando-Malipot, 2021).

The quality of teaching dramatically influences the quality of learning. The Department of Education recognizes this under DepEd Order no. 35, s. 2016, and therefore, teachers must effectively apply the different instructional practices to support quality education. According to Hill and Jordan (2021), a well-designed class, whether face-to-face, blended, or online, should be well-designed with great attention to instructional practices in selecting instructional material, the organization of learning activities, and the selection of media. An instructional strategy outlines the tools and practices used in the classroom to help students meet their learning objectives.

In addition, More (2019) defines effective instruction as the foundation for raising student achievement. Effective instruction contains components that have been shown to increase student learning. Numerous services, initiatives, and

resources are available in education to benefit all students and foster academic development.

On the other hand, Meador (2019) explains that instructional strategies are methods teachers use to engage students in their learning. These strategies are the foundation of a teacher's instruction and help meet educational goals while providing students with what they need. Effective teaching methods address different learning styles and meet the needs of all students. Bazinas (2024) identified five factors that impact the academic performance of students: the involvement of parents, socioeconomic status, relationships between teachers and students, availability of technology and educational resources, and the health and well-being of students. Students' academic success is influenced by their background, engagement in class, outlook on life, contribution to discussions, self-drive, and financial circumstances. To improve student learning and make these methods work better, teachers should have a variety of effective instructional practices.

This is where teachers' instructional practices play a vital role in teaching. One can give quality education by practically and adequately implementing teachers' instructional practices. It is desirable to relate teachers' instructional practices to students' academic performance to determine whether they impact academic performance while exploring the challenges teachers face in implementing these practices and the strategies they utilize to overcome them. Specifically, it sought to answer the following questions:

1. How may the teachers' instructional practices be described in terms of the following indicators:

1.1 Planning Practices;

1.2 Instructional Practices; and

1.3 Assessment Practices?

2. What is the academic performance of the students in terms of their final grade for the school year 2024 – 2025?

3. Do teachers' instructional practices relate to the students' academic performance?

4. How do teachers perceive the challenges in implementing instructional practices, and what strategies do they employ to address these challenges?

MATERIALS AND METHODS

The study involved 30 teachers and 308 students across Grades 7 - 10 during the school year 2024-2025 in one public school. The students were selected following the simple random sampling technique. Simple random sampling is used to choose a sample of a larger population, where everyone has an equal chance of being selected. It reduces bias and helps ensure a representative sample. The questionnaire utilized in this study is the Instructional Practices Survey, which was adopted from Valentine (2000) as cited by Francisco & Celon (2020) and Olayvar (2021). The questionnaire is 23 items divided into Planning Practices questions with 10 items, Teaching Practices with five items, and Assessment Practices with eight items. A Cronbach's alpha analysis was performed to ensure the questionnaire's internal consistency and reliability before its implementation. The results indicated good internal consistency for planning practices (0.81), good internal consistency for teaching practices (0.84), and acceptable internal consistency for assessment practices (0.75). Overall, the questionnaire is reliable based on the result of the Cronbach's alpha. On the other hand, to measure the student's academic performance as outlined in DepEd Order No.8, s. 2015, commonly referred to as the E-Record, is the general weighted average for the school year 2024 - 2025.

For the quantitative phase, data were gathered through a questionnaire after securing a permit from the principal's office and explaining the study's goal to the participants. The students' academic performance, which was measured through their general weighted average, was obtained from the teacher-registrar and was given to the researcher after securing the permit from the school principal. The students' names are strictly confidential; therefore, a number coding system has been implemented.

For the qualitative phase, 10 teachers were interviewed randomly from the population. An expert checked the interview questions to ensure they aligned with the study's objectives. Then, questions were asked of the teachers, focusing on the challenges, impact, and how they have addressed the challenges they have experienced in implementing the teachers' instructional practices. The data were treated with utmost confidentiality and ethical standards following the Data Privacy Act 2012.

RESEARCH DESIGN

This study employed a convergent parallel mixed methods approach, simultaneously collecting and analyzing quantitative and qualitative data (Creswell & Creswell, 2018). A descriptive analysis of the teachers' instructional practices, such as the mean, was used. For students' academic performance, frequency and percentage were utilized. To find out the relationship between the variables, the approach used in the study was descriptive-correlational; specifically, a correlation coefficient was used to analyze the relationship between the two variables. Descriptive-correlational is a study in which the researchers' primary goal is to describe associations between variables rather than demonstrate a causal link (Quaranta, 2017).

For the qualitative phase, an interview was conducted with 10 teachers as participants on the challenges, impact, and how they have addressed the challenges in implementing teachers' instructional practices. A thematic analysis was used to analyze the qualitative part of this study, a technique for identifying and analyzing recurring themes in qualitative data.

RESULTS AND DISCUSSION

A. Teachers' Instructional Practices

Instructional practices are techniques the teacher uses to aid students in becoming independent and prudent learners. Students can be motivated by instructional strategies, which help them focus and combine knowledge for understanding and

memory. When properly implemented and used by the teacher, instructional strategies enhance the students' academic performance. Instructional strategies help the students to become more independent in their learning. Özdemir (2020) suggests that when teachers view the evaluation process as being more beneficial, they are likely to engage in a greater number of professional learning activities, which in turn makes them more effective in their teaching methods. Additionally, the findings indicate that the professional learning activities undertaken by teachers enhance their instructional practices.

Table 1. *Descriptive Measure of Teachers' Instructional Practices in terms of Planning Practices*

Planning Practices	**Mean**	**Description**
1. When I design my lesson, I consciously select content that needs the district's curriculum competencies, and/or performance standards	4.43	Always
2. When I design my lesson, I consciously select instructional materials based upon my knowledge of my students' development needs and learning styles	4.47	Always
3. When I design my lesson, I consciously select methods and strategies that accommodate individual needs and interests of specific students	4.40	Always
4. When I design my lesson, I consciously prepare lessons with high expectations designed to challenge and stimulate all students	4.20	Often
5. When I design my lesson, I consciously consider how to build upon my students' existing knowledge and experiences	4.47	Always
6. When I design my lesson, I consciously consider how to create active learning experiences for my students	4.40	Always
7. When I design my lesson, I consciously consider how to create cooperative learning experiences for my students	4.40	Always
8. When I design my lesson, I consciously design lessons that require integration of content from more than one content area	4.30	Always
9. During each lesson, I move among the students, engaging individually and collectively with them during the learning experiences	4.27	Always
10. During each lesson, I consciously implement a teaching strategy that stimulates higher-order thinking skills	4.30	Always
Average	**4.364**	**Always**

Table 1 shows that the teachers' instructional practices in terms of planning practices were "always," as demonstrated by the overall mean of 4.364. Teachers showcased this approach through their actions when planning their lessons. The highest mean score is for items 2 and 5, with an interpretation of always, and the lowest is for item 4, with an interpretation of often.

Table 2. *Descriptive Measure of Teachers' Instructional Practices in terms of Teaching Practices*

Teaching Practices	**Mean**	**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	4.43	Always
2. During each lesson, I vary the size and composition of learning groups	4.23	Always
3. During each lesson, 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	4.47	Always
4. During each lesson, I consciously implement two or more learning activities	4.27	Always
5. During each lesson, I consciously implement a learning activity that requires students to read or write in my content area	4.27	Always
Average	**4.334**	**Always**

Table 2 shows that the teachers' instructional practices in terms of teaching practices were "always", as demonstrated by the overall mean of 4.334. Teaching practices cover how teachers deliver lessons and activities in a specific learning area. The highest mean score is item 3, which describes always. Furthermore, with a description of always, the lowest mean score for this table is item 2.

Table 3. *Descriptive Measure of Teachers' Instructional Practices in terms of Assessment Practices*

Assessment Practices	**Mean**	**Description**
1. Conducts pre-test/diagnostic test	4.27	Always
2. Keeps and updates class record	4.40	Always
3. Prepares TOS based tests	4.40	Always
4. Uses rubrics when and where applicable	4.27	Always
5. Uses written work, Performance tasks, and Quarterly Assessment adequately in evaluation of outcomes	4.63	Always
6. Evaluates learning outcomes through varied means	4.33	Always
7. Assists students who are hard-up by re-teaching and remedial	4.23	Always
8. Improve learners' achievement level (considers MPS and median)	4.13	Often
Average	**4.333**	**Always**

Table 3 shows that the teachers' instructional practices in terms of assessment practices were "always", as demonstrated by the overall mean of 4.333. Assessment practices highlight teachers' preparation of assessment materials and student knowledge evaluation using written or performance-based output. The highest mean score is item 5, which describes always. Furthermore, with a description of often, the lowest mean score for this table is item 8.

The teachers' instructional practices were consistently rated in all three categories: planning practices, teaching practices, and assessment practices. According to Robert Gagne (1992), instruction is a sequence of external events to support the learner's internal learning processes. According to Gagne's Theory of Instruction, instruction plays a crucial role in supporting the learning process. This theory outlines a series of instructional events that provide a framework for creating lessons and serve as a guiding principle in instructional design. Instructional strategies are the approaches educators use to involve students in learning actively (Meador, 2019). These methods form the core of a teacher's instruction, helping them achieve learning goals and provide students with the necessary resources to succeed. By using various effective strategies that cater to all learning styles and developmental needs, teachers can create an optimal learning environment and expand opportunities for all students.

B. Academic Profile of the Students

Academic performance refers to a student's ability to meet academic standards, measured through metrics like weighted averages and final grades (Olivier et al., 2018). This study used the DepEd Order No. 8, s. 2015 or the E-Class Record for the students' academic performance, particularly their general weighted average.

Table 4. *Frequency Distribution and Percentage of Students' Academic Performance*

Indicators	**Frequency**	**Percentage**
90 – 100 (Outstanding)	54	17.53
85 – 89 (Very Satisfactory)	94	30.52
80 – 84 (Satisfactory)	118	38.31
75 – 79 (Fairly Satisfactory)	42	13.64
74 and below (Did not Meet Expectations)	0	0
Total	**308**	**100**

Table 4 shows the frequency distribution of the academic performance based on their general weighted average for the school year 2024 - 2025. It can be gleaned from the table that many students got grades that range from 80 - 84, with satisfactory as an indicator, followed by students who got grades of 85 - 89, with very satisfactory as an indicator. On the other hand, students with grades 75-79, with an indicator of fairly satisfactory, got the lowest frequency. Meanwhile, no student got a grade of 74 and below or did not meet expectations.

C. Teachers' Instructional Practices and Students' Academic Performance

Table 5. *Pearson Correlation Coefficient between Planning Practices and Academic Performance*

Variables Correlated	r	Description	Sig-value	Decision	Interpretation
Academic Performance and Planning Practices	-.065	No correlation	.733	Do not reject Ho	There is no significant relationship between academic performance and planning practices.

The result of the correlation analysis between teachers' instructional practices under planning practices and academic performance in Table 5 showed no correlation (-0.065). Also, the null hypothesis cannot be rejected because the p-value of 0.733 is not statistically significant compared to an alpha of 0.05. After all, the p-value is greater than alpha.

Table 6. *Pearson Correlation Coefficient between Teaching Practices and Academic Performance*

Variables Correlated	r	Description	Sig-value	Decision	Interpretation
Academic Performance and Teaching Practices	-.054	No correlation	.778	Do not reject Ho	There is no significant relationship between academic performance and teaching practices.

The result of the correlation analysis between teachers' instructional practices under teaching practices and academic performance in Table 6 showed no correlation (-0.054). Also, the null hypothesis cannot be rejected because the p-value of 0.778 is not statistically significant compared to an alpha of 0.05. After all, the p-value is greater than alpha.

Table 7. *Pearson Correlation Coefficient between Assessment Practices and Academic Performance*

Variables Correlated	r	Description	Sig-value	Decision	Interpretation
Academic Performance and Assessment Practices	.110	Weak correlation	.564	Do not reject Ho	There is no significant relationship between academic performance and assessment practices.

The result of the correlation analysis between teachers' instructional practices under assessment practices and academic performance in Table 7 showed a weak correlation (.110) based on the interpretation of the correlation analysis of Dancey and Reidy (2007). Also, the null hypothesis cannot be rejected because the p-value of 0.564 is not statistically significant compared to an alpha of 0.05. After all, the p-value is greater than alpha.

The three components of teachers' instructional practices do not relate to student academic performance. This finding matches the study by Francisco and Celon (2020), which found that teachers' instructional practices do not affect students' academic performance. They could not reject the null hypothesis that these instructional practices have no significant combined effects on students' academic performance. In their study, teachers' planning, teaching, and assessment practices did not significantly affect students' academic performance in English, Mathematics, Science, Filipino, and Araling Panlipunan. The study also emphasized the importance of analyzing teachers' training needs.

D. Qualitative Data Analysis of Implementing Teachers' Instructional Practices

Table 8. *Challenges Experienced in Implementing Teachers' Instructional Practices*

Categories	Themes
Student diversity	Student-Related Factors
Engagement and motivation	
Prior knowledge deficits	
Large class size,	Resource and Environmental Constraints
Limited resources and support	
Inadequate physical space	

Time constraints	Teacher-Related Challenges
Impact of technology on learning	

In Question Number 1, participants were asked about the challenges they were experiencing in implementing effective instructional practices. Participants agreed and showed a challenge in implementing effective instructional practices, which is evident in their responses. Alani & Hawas (2021) study revealed that personal factors greatly influenced student academic performance. Student diversity, engagement, motivation, and prior knowledge deficits, which are student factors, are challenges teachers face when implementing effective instructional practices, as raised by the participants. Additionally, Mang'uui, Paul, and Kimani (2021) revealed that providing adequate teaching and learning resources, managing teachers' workloads effectively, and working collaboratively with teachers are key to guaranteeing the availability of teaching materials and resources for both teachers and students. According to Gemmink, Fokkens-Bruinsma, and van Veen (2021), implementing teachers' instructional practices is challenging because of other educational tasks. Based on the responses, the time constraint for preparing and students' dependence on technology may have brought a negative impact.

Table 9. *Impact on Teaching of Challenges Faced in Implementing Teachers' Instructional Practices*

Categories	**Themes**
Limited effectiveness of instruction	Compromised Instructional Quality
Impaired lesson delivery	
Barriers to deep learning	
Constant adaptation	Impact on Pedagogical Adaptability
Shifting from ideal methods	
Reactive teaching	

In Question Number 2, participants were asked about the impact on teaching of challenges they experienced in implementing instructional practices. Participants shared the impact they have observed, such as compromised teaching quality and impact on pedagogical adaptability. Ozcan (2021) shared that there are factors affecting student academic achievement: the school environment and teacher factors. Suppose challenges arise, as pointed out by the participant's responses, due to the limited effectiveness of instruction, impaired delivery of lessons, and barriers to deep learning. In that case, it will compromise the quality of teaching and impact pedagogical adaptability, affecting the students' academic performance.

Table 10. *Addressing Challenges in the Implementation of Teachers' Instructional Practices*

Categories	**Themes**
Relatability and relevance	Enhancing Student Engagement and Connection
Active participation	
Use of humor and dynamic delivery	
Formative assessment and remediation	Pedagogical Adaptations and Interventions
Diverse pedagogical methods	
Collaborative and peer learning	
Fostering a safe and supportive environment	Classroom Management and Environment
Establishing routines and expectations	

In Question Number 3, participants were asked how they address their challenges in implementing teachers' instructional practices. Participants shared the ideas they have used, such as proactively using methods that actively involve students in the learning process, such as using humor to capture attention, linking content to students' daily lives to make it more relevant and tangible, and implementing student-centered and interactive approaches to increase participation and make lessons more engaging. Participants also used a collaborative group activity and set clear expectations for the class. Achor, Aligba, and Iloakasia (2021) studied the use of cooperative activity, which shows a significant difference in scores of students who utilize collaborative activity, outperforming those who use only the conventional method.

CONCLUSION AND RECOMMENDATION

Based on the findings of the study, the following conclusions were made:

First, teachers' instructional practices were evident across three components: planning practices (4.364), teaching practices (4.334), and assessment practices (4.333).

Second, students' academic performance shows satisfactory performance, which has a high frequency. Also, no students failed, as zero students got 74 and below or did not meet expectations.

Third, no significant relationship exists between teachers' instructional practices and students' academic performance. Hence, the null hypothesis cannot be rejected.

Last, when implementing teachers' instructional practices, teacher-participants revealed that they have encountered student-related factors, resource and environmental constraints, and teacher-related challenges that impact their teaching and implementation of teachers' instructional practices. On the other hand, teacher-participants also revealed that they address these challenges through enhancing student engagement, implementing pedagogical adaptations and interventions, and building a supportive classroom management and environment.

It is recommended that other research instruments be used to measure the teachers' instructional practices. Also, a larger sample is suggested because this study is only implemented in a single public school; a district or division-wide sample population is suggested. Also, other statistical methods, such as regression analysis, are encouraged to have a deeper understanding of the relationship between the two variables. Moreover, challenges encountered by the teacher should be addressed by the school administrator with the help of the education department, local government unit, and other stakeholders, such as limited resources and support, and inadequate physical space or facilities, so that teachers may implement instructional practices successfully. The findings of this study may serve as a topic in the learning action cell for teacher-related challenges to intensify the teacher development program.

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