

Instructional Practices and Performance of Teachers in Select Public Elementary Schools

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Abstract

In today's evolving educational landscape, teachers must adopt effective instructional practices to meet the growing demands for quality learning. This study assessed the instructional practices and school performance of 150 elementary teachers from the Sugbongcogon and Kinoguitan Districts in Misamis Oriental during the 2024–2025 school year. Utilizing a descriptive-correlational method and universal sampling, data were collected through a modified questionnaire and analyzed using descriptive statistics and Pearson correlation. The study examined key teaching domains such as lesson planning, assessment, action research, anecdotal records, and home visitation.

Findings revealed that while teachers consistently employed sound instructional methods, variability existed in certain areas. Assessment practices ranked highest, while anecdotal records were least practiced. In terms of school performance, timeliness scored the highest and quality the lowest. Notably, a significant relationship was found between lesson planning, assessment, and home visitation with teachers' performance. The study underscores the importance of continuous professional development and the creation of engaging learning environments to enhance instructional effectiveness. It concludes that instructional practices, though generally impactful, vary across different school functions. These findings offer valuable insights for educators, school leaders, and policymakers to strengthen educational outcomes through targeted instructional strategies.

Keywords: Instructional Practices, Teachers' Performance

1. Introduction

Engaging learning environments, supported by the effective use of technology and strong teacher-student relationships, are essential in promoting student motivation and deeper learning. These factors contribute to increased academic performance, stronger critical thinking skills, and a narrowing of achievement gaps. The study originates from the Curriculum Management System results of Sugbongcogon Central School for S.Y. 2023–2024, where a significant portion of learners (21.92%) fell into the 75–79 grade bracket across core subjects—highlighting a need for intensified instruction despite being a passing mark. This performance trend calls for the implementation of more meaningful and responsive teaching strategies to support better outcomes.

Effective instructional practices such as differentiated instruction, active learning, and consistent formative assessments have been shown to address diverse learning needs while improving classroom engagement and performance. Teachers who use a variety of teaching approaches help students connect classroom concepts to real-life experiences, making learning more relevant and impactful. Grounded in the K to 12 Basic Education Curriculum and guided by DepEd's emphasis on learner diversity, this study aims to inform professional development and improve instructional quality. By focusing on strategies that foster student understanding and emotional security, educators can create a more inclusive and effective learning environment that benefits both teaching and learning outcomes.

Research Questions

This study aimed to determine the level of instructional practices and performance of teachers in select public elementary schools, specifically monograde classes from Kindergarten to Grade 6, in the selected schools of Sugbongcogon and Kinoguitan Districts, Division of Misamis Oriental for the School Year 2024-2025.

It specifically answers the following questions:

1. How do the respondents assess their level of instructional practices in terms of lesson planning, assessment, action research preparation, anecdotal records making, and home visitation?
2. What is the level of respondents' performance based on quality, efficiency and timeliness?
3. Is there a significant relationship between teachers' instructional practices and their performance?

Significance

The findings of this study are valuable to various stakeholders in education—school heads, teachers, parents, Department of Education officials, and future researchers—by highlighting the critical role of effective instructional practices in enhancing student learning and overall school performance. Through strategies like differentiated instruction, engaging methods, and data-driven teaching, the study emphasizes how teachers can foster motivation, participation, and improved academic outcomes. It also underscores the importance of continuous professional development and leadership support in sustaining instructional quality. Moreover, the study informs parents of their supportive role in education and offers future researchers' relevant data for comparative analysis and further exploration of similar topics.

Scope and Limitations

This study examined the instructional practices and performance of 150 public elementary teachers from selected schools in the Sugbongcogon and Kinoguitan Districts, Division of Misamis Oriental, for the School Year 2024–2025. It focused on instructional practices such as lesson planning, assessment, action research, anecdotal records, and home visitation, and measured teacher performance in terms of quality, efficiency, and timeliness. The study aimed to determine the significant relationship or influence between these variables.

2. Literature Review

Teachers' instructional practices are essential in shaping students' academic performance, as they involve the methods and strategies used to create effective and engaging learning experiences (Stoll et al., 2019). These include setting clear objectives and differentiating instruction to meet diverse student needs

(Tomlinson, 2019), using active learning techniques like group work and hands-on activities to enhance understanding and retention (Prince, 2019), and integrating technology for interactive learning. Regular formative assessments provide timely feedback for instructional adjustments, while effective classroom management ensures a conducive learning environment. Collaborative learning promotes critical thinking and problem-solving skills (Johnson, 2019), and culturally responsive teaching increases student engagement and success (Gay, 2019). Continuous professional development keeps teachers updated with current research and methods (Desimone, 2019), supporting their ability to help students become independent, strategic learners (Persaud, 2019; Haramain & Alih, 2021).

Teacher performance is a vital component of educational effectiveness, reflecting how well educational systems foster student learning, engagement, and development (Chen, M., & Zhang, L., 2021). It is commonly measured through academic indicators such as test scores and assessments, and is heavily influenced by instructional strategies, school climate, and teacher well-being. Cena et al. (2025) highlighted that work-related stressor like heavy workloads and emotional strain significantly impact teachers' effectiveness, while Felisilda et al. (2024) emphasized the importance of classroom management, adaptability, and time management in promoting quality, efficiency, and timeliness. Additionally, Cabahug et al. (2024) stressed that collaboration among teachers enhances instructional practices and professional growth. Altogether, effective teacher performance is shaped by a combination of sound instructional methods, supportive environments, stress management, and peer collaboration, all of which are crucial for student success and educational improvement.

3. Methodology

Research Design

This study employed a descriptive-correlational research method to determine the Teachers' Instructional Practices and Their Performance in Sugbongcogon and Kinoguitan Districts, Division of Misamis Oriental during the School Year, 2024-2025.

Participants

The respondents of this study were the one hundred fifty (150) public elementary school teachers in the selected eleven (11) schools of Sugbongcogon and three (3) schools in Kinoguitan District, Division of Misamis Oriental during the School Year, 2024-2025. These schools are exclusively complete elementary having monograde or single classes from Kinder to Grade 6.

Data Collection

The instrument used for data collection was a two-part questionnaire. Part I focused on teachers' instructional practices, specifically lesson planning, assessment, action research preparation, anecdotal record-making, and home visitation, and was adapted from the study by Francisco and Celon (2020) on instructional practices and their effects on student performance. Part II assessed teachers' performance based on the DepEd Order No. 2, s. 2015, which outlines the Results-Based Performance Management System, with performance indicators developed by the researcher.

Data Analysis

This study used a universal sampling procedure to get the size of the respondents, also known as complete enumeration, where every member of the population is included in the sample. The extent of teachers' instructional practices, frequency count, mean, and standard deviation were employed. While the significant relationship between the teachers' instructional practices and their performance, Pearson Product Moment Correlation (r) was utilized.

4. Results and Discussions

Problem 1. How do the respondents assess their level of instructional practices in terms of lesson planning, assessment, action research preparation, anecdotal records making, and home visitation?

Table 1

Summary Table of Teachers' Instructional Practices

Variables	Mean	SD	Interpretation
Lesson Planning	3.38	0.79	Highly Practiced
Assessment	3.48	0.81	Highly Practiced
Action Research Preparation	3.10	0.70	Moderately Practiced
Anecdotal Records Making	3.03	0.60	Moderately Practiced
Home Visitation	3.27	0.71	Highly Practiced
Overall	3.26	0.74	Highly Practiced

Table 1 summarizes the teachers' instructional practices revealed an overall mean of 3.26 ($SD=0.74$), interpreted as Highly Practiced, indicating that teachers actively implement effective teaching strategies, such as structured lessons and differentiated instruction, which contribute to improved student engagement and academic performance. The highest-rated practice was Assessment, with a mean of 3.46 ($SD=0.81$), reflecting consistent use of tools to evaluate student progress, aligned with Darling-Hammond et al. (2020) and Hattie (2021), who emphasize the impact of formative assessments and adaptive teaching. However, Anecdotal Records Making received the lowest mean of 3.03 ($SD=0.60$), suggesting it is only Moderately Practiced, likely due to time constraints or limited training. As Jones (2021) note, systematic observation and documentation are vital for tailoring instruction to student needs. Variations in practice highlight the need for ongoing professional development, peer mentoring, and institutional support to ensure consistency and effectiveness across all instructional methods.

Problem 2. What is the level of respondents' performance based on quality, efficiency and timeliness?

Table 2

Summary Table of the Respondents' Level of Performance

Variables	Mean	SD	Interpretation
Quality	3.10	0.74	Moderately Practiced
Efficiency	3.14	0.75	Moderately Practiced
Timeliness	3.36	0.85	Highly Practiced

Overall	3.20	0.78	Moderately Practiced
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Table 2 reveals the teachers' performance with an overall mean of 3.20 (SD=0.78), interpreted as Moderately Practiced, indicating a generally acceptable yet inconsistent implementation of educational practices across schools. While teachers demonstrate competence, areas such as instructional engagement and curriculum delivery require enhancement to ensure greater effectiveness and equity. The highest-rated variable, Timeliness (mean = 3.36, SD = 0.85), suggests strong adherence to schedules and consistency in teaching practices, supported by effective leadership and planning, as noted by Brown and Larkin (2020). In contrast, the lowest-rated variable, Quality (mean = 3.10, SD = 0.74), points to areas needing targeted improvements, potentially due to gaps in teacher training, instructional resources, or student support systems, as emphasized by Harris and Thomas (2021). Smith (2022) reinforces the importance of ongoing professional development and mentorship in improving teaching quality and student outcomes. Thus, prioritizing continuous improvement, institutional support, and resource allocation can elevate the quality of educational practices and ensure more consistent performance across schools.

Problem 3. Is there a significant relationship between teachers' instructional practices and their performance?

Table 3

Correlation Between the Teachers' Instructional Practices and Their Performance

TEACHERS' PERFORMANCE											Overall
Teachers' Instructional Practices	Quality			Efficiency			Timeliness				
	r-value	p-value	Significant	r-value	p-value	Significant	r-value	p-value	Significant		
Lesson Planning	0.1780	0.0176	S	0.1645	0.0303	S	0.6043	0.0101	S	S	
Assessment	0.1870	0.0101	S	0.1756	0.0203	S	0.1756	0.0101	S	S	
Action Research Preparation	0.2653	0.0402	S	0.3287	0.1076	NS	0.2865	0.0508	NS	NS	
Anecdotal Making	0.9428	0.1075	NS	0.7439	0.1860	NS	0.4308	0.2609	NS	NS	
Home Visitation	0.7438	0.0303	S	0.3089	0.0302	S	0.1508	0.0260	S	S	

Table 3 revealed a significant relationship between teachers' instructional practices and their performance across the dimensions of Quality, Efficiency, and Timeliness, with an average p-value of 0.0537 indicating overall statistical significance. Key practices such as lesson planning, assessment, and home visitation were found to positively influence all three performance dimensions, suggesting that structured planning, regular evaluations, and family engagement are critical to effective teaching and improved student outcomes. As emphasized, lesson planning enhances instructional clarity, assessments guide targeted learning interventions, and home visits foster stronger teacher-student-family connections. However, action research preparation showed significance only with Quality, likely due to its time-consuming

nature, while anecdotal records making exhibited no significant correlation across any performance area, implying limited or indirect impact. These findings suggest that while most instructional practices contribute to school performance, their effects vary; thus, schools should prioritize strengthening high-impact strategies and reevaluate or better support practices like research and documentation to enhance their relevance and effectiveness.

5. Conclusion and Recommendations

Conclusion

The data indicates that teachers consistently demonstrate strong professional commitment, particularly in activities directly related to teaching. Assessment emerged as the highest-rated instructional practice, while timeliness ranked highest in performance. A significant relationship was found between instructional practices and teacher performance, highlighting those practices like lesson planning, teaching execution, and providing feedback are prioritized. In contrast, tasks not routinely impacting classroom instruction are perceived as less significant. Overall, the study concludes that while most instructional practices affect performance, their influence varies across different school functions, underscoring the need to focus on high-impact teaching activities.

Recommendations

Data shows that making anecdotal records remains a challenge for teachers. To address this, teachers should prepare and compile individual learner records before the school year begins. Receiving teachers are encouraged to consult with previous advisers to discuss possible learner misbehavior.

Teacher performance is affected by quality issues. To improve this, school heads should reduce teachers' ancillary tasks and deploy more non-teaching staff to handle administrative work, allowing teachers to focus on instruction.

Teachers should continue creating engaging, interactive, and tech-integrated lessons to boost student motivation and participation. Strengthening parental involvement through workshops and meetings will also help support student learning and build stronger school-home partnerships.

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