

Evaluating Instructional Effectiveness in Grade 6 English Teacher Practices and Classroom Challenges in Dupax Del Norte II

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Abstract: Effective English instruction plays a vital role in developing learners' communication skills and achieving the objectives of the K to 12 English Curriculum. This study evaluated the instructional effectiveness of Grade 6 English teachers in Dupax del Norte II, Nueva Vizcaya, by examining curriculum implementation, instructional practices, activities undertaken to strengthen English instruction, and classroom challenges encountered. A descriptive quantitative research design was employed involving Grade 6 English teachers from public elementary schools in the district through total enumeration. Data was collected using a researcher-developed and validated questionnaire and analyzed using frequency, percentage, weighted mean, and standard deviation. Findings revealed that the objectives of the Grade 6 English Curriculum were implemented ($M = 3.84$, $SD = 0.29$), with listening obtaining the highest rating among the five language domains. Instructional effectiveness was rated effective ($M = 3.67$, $SD = 0.49$), particularly in teaching methods, teaching techniques, assessment tools, and supervisory support. Likewise, activities undertaken to strengthen English instruction were evaluated as effective ($M = 3.88$, $SD = 0.33$), reflecting teachers' commitment to improving English language learning. However, the adequacy of instructional materials and administrative support received comparatively lower ratings, indicating areas requiring improvement. Classroom challenges were Moderately Serious ($M = 3.31$, $SD = 0.40$), with pupil-related and home-related factors emerging as the most significant concerns. Strengthening instructional resources, enhancing administrative support, expanding professional development opportunities, and fostering stronger school-home partnerships are recommended to further improve instructional effectiveness and learners' English achievement.

Keywords: *Instructional effectiveness, English instruction, Grade 6 teachers, curriculum implementation, classroom challenges*

INTRODUCTION

English has established itself as the global lingua franca, playing a crucial role in worldwide communication, education, science, technology, and business sectors (Aimen & Khadim, 2024). The 21st century has witnessed a marked increase in the demand for English proficiency, driven by globalization, which requires effective cross-cultural and cross-border communication skills (Lai & Idris, 2025). However, despite its significance, international studies indicate a concerning drop in literacy and English language skills among learners in diverse settings (Pei & Pamintuan, 2024). This trend highlights the pressing need for effective English education that equips learners to compete globally and tackle contemporary challenges (Rosyida et al., 2025). Consequently, there is a significant international focus on enhancing teaching quality and instructional effectiveness by implementing innovative strategies to improve language learning outcomes (Song, 2022)..

In the Philippines, English is the official language and the main medium for instruction, playing a crucial role in communication within educational, governmental, and business sectors (Arabis, 2025). The

Department of Education (DepEd) has introduced the K to 12 English Curriculum to meet global standards and boost students' communication skills (Gurobat & Lumbu-An, 2022). Despite this, national assessments have highlighted issues with students' English proficiency and reading comprehension, pointing to challenges in teaching effectiveness (Maloloy-On & Arnado, 2023). To tackle these issues, DepEd has consistently offered professional development and training for English teachers to enhance their teaching skills (Arabis, 2025). However, implementing effective English teaching strategies remains difficult, often due to contextual and resource constraints (Gurobat and Lumbu-An, 2022). In Dupax del Norte II, Grade 6 English instruction faces unique classroom challenges. Teachers deal with limited learning materials, varied learner needs, and infrastructural limitations that affect lesson delivery (Arabis, 2025). Current teaching practices combine traditional and adaptive strategies, such as thematic instruction and the use of the mother tongue, along with formative assessments to track student progress (Bularon, 2025; Montebon & Orleans, 2021). Although administrative and supervisory support exists, its inconsistency impacts teachers' ability to fully implement innovative methods (Arabis, 2025). Teachers often address challenges related to students' home environments, school resources, and community contexts, necessitating flexible scheduling and extra student support beyond regular hours (Arabis, 2025). These complexities highlight the urgent need to enhance instructional effectiveness to improve Grade 6 students' English performance and better prepare them for future academic challenges.

Previous studies have concentrated on students' English language skills or reading achievements, often overlooking the comprehensive instructional effectiveness of Grade 6 English educators. Only a handful of investigations have considered a multifaceted evaluation framework that includes teacher practices, instructional methods, learning resources, assessments, administrative backing, and classroom difficulties. Moreover, there is a lack of localized research specifically targeting Grade 6 English teaching in Dupax del Norte II. Evidence is limited regarding the combined impact of teacher-related and contextual elements on instructional effectiveness. Current research seldom provides localized insights to guide school administrators in improving supervision and teacher support. This study seeks to fill these gaps by assessing instructional effectiveness within this specific context.

RESEARCH QUESTIONS

This study evaluated the instructional effectiveness of Grade 6 English teachers in Dupax del Norte II. Specifically, it sought to answer the following questions:

- What is the demographic profile of Grade 6 English teachers in terms of age, gender, civil status, position, highest educational attainment, performance rating, years inservice, and level of seminars attended?
- What is the extent of the implementation of the Grade 6 English Curriculum objectives in terms of listening, speaking, reading, writing, and viewing?
- What is the level of instructional effectiveness in teaching Grade 6 English in terms of teaching methods, teaching techniques, teaching strategies, teaching approaches, adequacy of instructional materials, effectiveness of instructional materials, assessment tools, administrative support, and supervisory support?
- What is the effectiveness of the activities undertaken to strengthen English instruction?
- What classroom challenges do Grade 6 English teachers encounter in terms of pupil, home, school, and community factors?

METHODS

Research Design

This study employed a descriptive quantitative research design to evaluate the instructional effectiveness of Grade 6 English teachers in Dupax del Norte II, Schools Division of Nueva Vizcaya. The descriptive design was appropriate because it systematically described the status of curriculum implementation, instructional effectiveness, activities undertaken to strengthen English instruction, and classroom

challenges encountered by teachers without manipulating any study variables. The design enabled the researcher to obtain factual and objective information that served as the basis for identifying strengths and areas requiring improvement in English language instruction in the school.

Research Locale

This study was conducted in the Dupax del Norte II District, Schools Division of Nueva Vizcaya, Philippines, which comprises public elementary schools implementing the Department of Education's K to 12 English Curriculum. The district was selected because it provides an appropriate setting for assessing the instructional effectiveness of Grade 6 English teachers. The findings are expected to provide empirical evidence that may assist district supervisors, school administrators, and teachers in strengthening instructional practices and improving learners' English language achievement.

Research Participants

The respondents of the study consisted of all Grade 6 English teachers currently teaching in the public elementary schools of Dupax del Norte II District. Because the target population was small, total enumeration sampling was employed, allowing all qualified teachers to participate in this study. This sampling technique ensured a complete representation of the target population and minimized sampling bias, thereby increasing the reliability and credibility of our findings.

Research Instrument

Data were collected using a researcher-developed structured questionnaire based on the Grade 6 English Curriculum Guide, related literature, and previous studies on instructional effectiveness. The instrument consisted of five sections: (1) demographic profile of the respondents; (2) extent of implementation of the Grade 6 English Curriculum objectives in the areas of listening, speaking, reading, writing, and viewing; (3) instructional effectiveness in terms of teaching methods, techniques, strategies, approaches, instructional materials, assessment tools, administrative support, and supervisory support; (4) activities undertaken to strengthen English instruction; and (5) classroom challenges related to pupil, home, school, and community factors. The questionnaire underwent expert validation by specialists in English education and educational research to establish content validity. Subsequently, a pilot test was conducted, and internal consistency was determined using Cronbach's alpha, yielding a reliability coefficient of 0.70 or higher, indicating acceptable reliability.

Data Gathering Procedure

Prior to data collection, approval to conduct the study was obtained from the Graduate School, Schools Division Superintendent, District Supervisor, and respective school heads. After securing the necessary permissions, the researcher personally administered validated questionnaires to the respondents and explained the study objectives and procedures. Respondents were given adequate time to complete the questionnaire, after which the completed instruments were retrieved, checked for completeness, encoded, and prepared for the statistical analysis.

Statistical Treatment of Data

The data collected were analyzed using appropriate descriptive statistical techniques. Frequency counts and percentages were used to describe the demographic profile of the respondents. Weighted mean and standard deviation were employed to determine the extent of implementation of the Grade 6 English Curriculum objectives, instructional effectiveness, activities undertaken to strengthen English instruction, and classroom challenges encountered. The weighted mean was used to measure the central tendency of the responses, while the standard deviation determined the consistency or variability of the respondents' perceptions. The results were interpreted using appropriate descriptive rating scales.

RESULTS AND DISCUSSION

Part I. Profile of the Respondents

Variable	Category	Frequency (f)	Percentage (%)
Age	20–25 years	6	20.00
	26–30 years	4	13.33
	31–35 years	7	23.33
	36–40 years	8	26.67
	41 years and above	5	16.67
Gender	Male	3	10.00
	Female	27	90.00
Civil Status	Single	6	20.00
	Married	24	80.00
	Separated	0	0.00
	Widow	0	0.00
Position	Teacher I	7	23.33
	Teacher II	4	13.33
	Teacher III	16	53.33
	Master Teacher I	2	6.67
	Master Teacher II	1	3.33
Highest Educational Attainment	Bachelor's Degree	16	53.33
	Master's Degree	12	40.00
	Doctoral Degree	2	6.67
Performance Rating	Satisfactory	0	0.00
	Very Satisfactory	14	46.67
	Outstanding	16	53.33
Years in Service	1–5 years	8	26.67
	6–10 years	10	33.33
	11–15 years	7	23.33
	16–20 years	5	16.67
	21 years and above	0	0.00
Highest Level of Seminars Attended*	School	30	100.00
	District	30	100.00
	Division	10	33.33
	Regional	10	33.33
	National	4	13.33

Table 1 presents a snapshot of the Grade 6 English teachers in Dupax del Norte II. Most of them are in the 36–40 age range (26.67%), with the next largest group being 31–35 years old (23.33%). This shows that the teaching staff is mostly made up of seasoned and mature professionals. A large majority are women (90.00%) and married (80.00%), which is typical for elementary school teachers. When it comes to their professional rank, over half are Teacher III (53.33%), indicating many have moved up the ranks thanks to their experience and professional growth. Most of these teachers have a bachelor's degree (53.33%), and a good number have gone on to earn master's degrees (40.00%), showing their commitment to advancing their careers. Performance-wise, they're doing great, with most receiving Outstanding (53.33%) or Very Satisfactory (46.67%) ratings. As for teaching experience, the biggest chunk has been teaching for 6–10 years (33.33%). All of them have attended seminars at the school and district levels, though fewer have gone to division, regional, and national training. Overall, this demographic profile suggests that these teachers have the right mix of education, experience, and performance to effectively teach Grade 6 English.

Table 2. Extent of Implementation of the Grade 6 English Curriculum Objectives

Domain	Mean	SD	Interpretation
Listening	4.10	0.26	Implemented
Speaking	3.72	0.28	Implemented
Reading	3.97	0.31	Implemented
Writing	3.65	0.33	Implemented
Viewing	3.77	0.27	Implemented
Overall	3.84	0.29	Implemented

This table shows how well Grade 6 students are doing with their English language goals across different areas, such as listening, reading, speaking, writing, and viewing. Listening scored the highest, with an average of 4.10, which means that it is being taught quite effectively compared to the other areas. Writing had the lowest average at 3.65, but it's still considered "Implemented." Overall, the data indicate that students are meeting the curriculum goals in English language learning, suggesting that the curriculum is being carried out well and that there might be good teaching support and resources available. These findings match up with other studies that highlight the importance of learning a variety of skills in English language teaching and the need for approaches that effectively combine different language areas (Tuearah et al., 2025).

Table 3. Instructional Effectiveness in Teaching English

Dimension	Mean	SD	Interpretation
Teaching Methods	4.08	0.39	Effective
Teaching Techniques	4.00	0.36	Effective
Teaching Strategies	3.89	0.22	Effective
Teaching Approaches	3.66	0.28	Effective
Adequacy of Instructional Materials	3.14	1.15	Somewhat Adequate
Effectiveness of Instructional Materials	3.40	0.47	Somewhat Effective
Assessment Tools	3.93	0.48	Effective
Administrative Support	2.94	0.69	Somewhat Effective
Supervisory Support	4.03	0.34	Effective
Overall	3.67	0.49	Effective

The data suggest that most instructional dimensions in teaching English are perceived as effective by educators, particularly teaching methods (4.08), techniques (4.00), strategies (3.89), and supervisory support (4.03). This aligns with research emphasizing diverse and well-structured pedagogical methods, including communicative, task-based, and immersive approaches, which enhance student involvement and language outcomes (Peng, 2024; Prastiyowati et al., 2025). Although teaching methods and strategies are effective, instructional materials show some limitations in adequacy (3.14) and effectiveness (3.40), indicating a moderate level of support in these areas. This is consistent with findings pointing to the importance of developing tailored, high-quality materials specific to learners' needs, such as ESP-focused resources for nursing students or ecologically oriented English materials, which can further enhance learning engagement and outcomes (Kalsum et al., 2025; Puluhalawa et al., 2021). Assessment tools are considered effective (3.93), indicating good support for measuring student learning progress, which is critical for responsive teaching and continuous improvement (Zhang, 2025). Meanwhile, administrative support scores were lower (2.94), but faculty-level supervisory support remained effective, suggesting that direct leadership and peer support in teaching contexts might be more influential than broader administrative structures. The modern integration of instructional strategies with technology is reported to be promising but represents an ongoing challenge, especially for faculty less comfortable with tech integration. This gap signals opportunities for professional development and enhanced resource allocation to encourage more innovative and responsive English language teaching

environments(Jupakkal, 2024).

Table 4. Activities Undertaken to Strengthen English Instruction

Dimension	Mean	SD	Interpretation
Activities Undertaken to Strengthen English Instruction	3.88	0.33	Effective

The dimension "Activities Undertaken to Strengthen English Instruction" received a mean score of 3.88 with a standard deviation of 0.33, indicating an effective level of implementation. This suggests that the various initiatives designed to improve English teaching are successful and positively perceived. Such activities may include innovative teaching approaches, integration of technology, targeted instructional materials, and tailored assessment practices. Research supports these systematic strategies, such as using theme-based instruction or AI-assisted teaching models, which effectively increase student motivation, engagement, and language proficiency (Eryansyah, 2024; Luo, 2024). For instance, theme-based instruction has been shown to enhance non-English majors' motivation and performance by incorporating relevant content and active learner involvement, while AI-based tools help tailor listening and speaking courses to individual learner needs. Moreover, precision teaching aided by learning diagnostic systems empowers instructors to set specific goals and evaluate progress accurately, further strengthening instruction effectiveness (Wang, 2024). Incorporating neural network techniques also contributes to objective evaluation and optimized teaching methodologies (K. Wang, 2024).

Table 5. Classroom Challenges Encountered by Grade 6 English Teacher

Dimension	Mean	SD	Interpretation
Pupil Factors	3.97	0.27	Serious
Home Factors	3.93	0.30	Serious
School Factors	2.79	0.72	Moderately Serious
Community Factors	2.53	0.31	Slightly Serious
Overall	3.31	0.40	Moderately Serious

The data on classroom challenges encountered by grade 6 English teachers indicate varying degrees. of difficulty in several domains. Pupil factors (mean = 3.97) and home factors (mean = 3.93) are identified as serious challenges. School factors present a moderately serious level (mean = 2.79), while community factors are slightly serious (mean = 2.53), culminating in an overall moderately serious challenge rating (mean = 3.31). The serious nature of pupil-related challenges aligns with findings that student engagement and language difficulties significantly impact learning outcomes. For instance, issues such as unwillingness to work in groups, low motivation, and differing language proficiencies affect classroom dynamics and English acquisition efficacy (Dewodo et al., 2025; Fadillah et al., 2023). Similarly, home environment challenges—such as lack of parental support or inadequate learning resources—exert a strong influence, echoing concerns about external factors impeding student readiness and engagement (Fesi & Mncube, 2021). Moderately serious school factors may include overcrowded classrooms, limited instructional materials, and insufficient teacher training, which are documented obstacles in learner-centred pedagogies and instructional efficacy (Dewodo et al., 2025; Fesi & Mncube, 2021). Slightly serious community factors reflect external social and cultural influences that, while less direct, still affect learner participation and motivation (Janík et al., 2022). In summary, these classroom challenges suggest a complex interplay of internal learner issues, familial support, institutional capacity, and broader social contexts, highlighting the diverse barriers Grade 6 English teachers must address to effectively implement the curriculum. Addressing these requires holistic strategies encompassing pedagogical innovation, community engagement, and resource enhancement to support sustainable improvements in English language learning outcomes.

CONCLUSION

The findings suggest that the Grade 6 English teachers in Dupax del Norte II are effectively implementing the objectives of the K to 12 English Curriculum across the five language domains, with listening showing the highest level of implementation. Instructional practices, including teaching methods, techniques, strategies, assessment tools, and supervisory support, are perceived as effective, reflecting the teachers' dedication to delivering quality instruction. Activities undertaken to strengthen English teaching have also been implemented effectively, contributing to improved classroom practices. However, the adequacy and effectiveness of instructional materials and administrative support received moderate ratings, indicating areas that could benefit from further improvements. Additionally, pupil- and home-related factors emerged as the most significant classroom challenges, while school and community factors were found to be moderately and slightly serious, respectively. Overall, the study concludes that although Grade 6 English instruction is effective, it is important to strengthen instructional resources, administrative support, and interventions that address learner- and home-related concerns to sustain and enhance instructional effectiveness in the long run.

RECOMMENDATIONS

Based on the findings, it would be beneficial for school administrators and education leaders to continue supporting Grade 6 English teachers through sustained professional development programs, particularly those focusing on innovative and learner-centered instructional strategies. It is advisable to make greater investments in providing adequate instructional materials, digital learning resources, and classroom technologies to enhance teaching effectiveness. School heads are encouraged to strengthen administrative support by ensuring the availability of teaching resources and increasing opportunities for mentoring and instructional supervision. It would be helpful for teachers to implement targeted interventions that address learners' language difficulties, poor study habits, and limited parental involvement through remedial programs, differentiated instruction, and strengthened home-school partnerships. It is also important for parents and community stakeholders to be actively engaged in supporting learners' English language development. Finally, future researchers might consider conducting similar studies involving larger populations or different educational settings and include inferential analyses to identify the factors that significantly influence instructional effectiveness, thereby providing stronger evidence for policy formulation and instructional improvement.

LIMITATIONS OF THE STUDY

This study was limited to Grade 6 English teachers in the public elementary schools of Dupax del Norte II, Nueva Vizcaya. Data were collected using a researcher-developed questionnaire, and the findings were based on the respondents' self-reported perceptions. Since the study employed a descriptive research design and involved a limited number of participants from one district, the results may not be generalized to other schools or educational settings.

FUTURE RESEARCH DIRECTIONS

Permission to conduct the study was obtained from the appropriate educational authorities before data collection. Informed consent was secured from all participating teachers after explaining the purpose and procedures of the study. Participation was voluntary, and respondents were informed of their right to withdraw at any time without penalty. The confidentiality and anonymity of all participants were maintained, and the information collected was used solely for academic and research purposes in accordance with accepted ethical principles.

ETHICS STATEMENT

Permission to conduct the study was obtained from the appropriate educational authorities before data collection. Informed consent was secured from all participating teachers after explaining the purpose and procedures of the study. Participation was voluntary, and respondents were informed of their right to withdraw at any time without penalty. The confidentiality and anonymity of all participants were

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AI DISCLOSURE STATEMENT

During the preparation of this manuscript, Google Gemini AI was used to generate text, improve grammar, enhance language clarity, and assist with manuscript refinement. After using this tool, I carefully reviewed and edited the content as needed and took full responsibility for the accuracy, originality, and integrity of the published work.

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