

Extent of Influencing Factors and Challenges Affecting the Teaching Performance of Grade 3 Teachers in Nagtipunan North District

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Article History: Received: May

Accepted: June

Revised: June 2026

Accepted: July 2026

Abstract: Achieving effective teaching performance is crucial for enhancing student success and ensuring the effective delivery of quality basic education. Gaining insight into the elements that impact teachers' instructional effectiveness and the obstacles they face offers essential information for bolstering school support systems and professional development programs. This research explored the factors and challenges influencing the teaching performance of Grade 3 teachers in the Nagtipunan North District. A descriptive-comparative research approach was utilized, involving 35 Grade 3 teachers chosen through total enumeration sampling. Data collection was conducted using a researcher-created and validated questionnaire, with analysis performed through frequency, percentage, weighted mean, standard deviation, independent samples t-test, and one-way analysis of variance (ANOVA). The results indicated that the majority of participants were female, married, experienced educators, and actively pursuing graduate studies and professional development. Overall, the influencing factors were deemed effective, with instructional tools, physical facilities, student-related aspects, teacher competence, and administrative support positively impacting teaching performance. Conversely, parental involvement and community support were considered moderately effective, highlighting potential for enhanced stakeholder collaboration. The challenges faced were generally viewed as slightly serious, with issues related to parents, students, and instructional resources receiving the highest concern. Significant differences in influencing factors were observed based on teachers' highest educational attainment, recent performance rating, and years of service, while no significant differences were noted concerning sex, marital status, and position. The findings underscore the necessity of ongoing professional development, enhanced instructional resources, and stronger school-parent-community partnerships to further improve teachers' instructional performance and the overall quality of elementary education.

Keywords: *teaching performance, influencing factors, instructional challenges, Grade 3 teachers, descriptive-comparative research*

INTRODUCTION

With the rapid pace of advancements in science and technology, it is crucial for people to build strong skills in science, mathematics, and problem-solving to keep up with global challenges (Molina-García et al., 2024). Education is key, as it helps learners develop these important skills, preparing them for the complex demands of today's workforce and enabling them to contribute to economic sustainability (Abdrakhmanova et al., 2025; Molina-García et al., 2024). Mathematics is seen as a fundamental subject that boosts logical reasoning, critical thinking, and decision-making skills, which are essential for personal and societal growth (Alali & Wardat, 2024; Maralova, 2024). Good mathematics education supports national development goals by promoting lifelong learning skills and empowering people to adapt and innovate throughout their careers (Alali & Wardat, 2024; Lim et al., 2024). By integrating these core skills into education, we can not only prepare the workforce but also drive sustainable economic and social progress globally.

The Philippine K to 12 curriculum places significant emphasis on mathematics because it is key to building important skills that align with the country's educational goals. Math teachers are expected to use a mix of teaching materials, methods, strategies, and assessment tools to enhance students learning. Schools, administrators, and the Department of Education support this by providing the necessary support to improve the quality of mathematics teaching (Poblador & Tagare, 2022; Valle, 2024). In addition, being well-prepared, professionally competent, and continuously developing is seen as crucial for delivering top-notch mathematics education and hitting curriculum targets (Antipolo & Rogayan, 2021; Stieben et al., 2021). In public elementary schools in the Nagtipunan North District, Division of Quirino, math teachers face hurdles that make teaching difficult. These often include insufficient teaching materials, lack of proper teacher training, and insufficient support from administrators and supervisors to improve teaching methods (Poblador and Tagare, 2022; Valle 2024). To tackle these problems, it is important to examine current teaching practices and intervention activities in grade 6 math to identify any gaps and develop strategies to improve them. This will provide evidence-based insights to help stakeholders enhance the overall math teaching environment and boost student achievement in this community (Gurobat and Lumbu-An 2022; Poblador and Tagare 2022).

Most previous studies have separately focused on teacher competence, student achievement, and instructional strategies. However, limited research has simultaneously examined instructional practices, teaching challenges, administrative and supervisory support, and intervention activities in Grade 6 mathematics. There is a lack of local evidence on how intervention activities address the instructional challenges faced by mathematics teachers in the Nagtipunan North District. Furthermore, few studies have provided empirical data integrating instructional effectiveness with intervention mechanisms in this context. This study addresses these gaps by evaluating the effectiveness of instructional practices and interventions in overcoming teaching challenges among Grade 6 mathematics teachers in public elementary schools in the Nagtipunan North District.

RESEARCH QUESTIONS

This study aimed to examine the factors and challenges affecting the teaching performance of Grade 3 teachers in the Nagtipunan North District. Specifically, it sought to answer the following questions.

- What was the demographic profile of the respondents in terms of sex, civil status, position, highest educational attainment, latest performance rating, year of service, and level of seminars attended?
- What is the extent of the influencing factors affecting teachers' performance in terms of administrators, teachers, students, parents, instructional devices, physical facilities, and the community?
- What challenges do teachers face that affect their teaching performance in terms of administrators, teachers, students, parents, instructional devices, physical facilities, and community?
- Is there a significant difference in the extent of the influencing factors affecting teachers' performance when respondents are grouped according to their demographic profiles?
- Is there a significant relationship between the influencing factors and teachers' teaching performance?
- Which influencing factors significantly predict teachers' teaching performance?

METHODS

Research Design

This study employed a descriptive-comparative design to examine the factors and challenges affecting the teaching performance of Grade 3 teachers in the Nagtipunan North District. The descriptive component determined respondents' demographic profile, the extent of factors

influencing teachers' performance, and the challenges encountered in the teaching process. The comparative component determined whether significant differences existed in factors influencing teachers' performance when respondents were grouped according to demographic characteristics. This design was appropriate and enabled the researcher to systematically collect, describe, compare, and interpret quantitative data without manipulating variables, thereby providing an evidence-based basis for improving instructional practices and school-support systems.

Research Locale

This study was conducted in the Nagtipunan North District, Schools Division of Quirino, which comprises public elementary schools implementing the Department of Education's K–12 Basic Education Curriculum. The district was selected because it represents schools with varying instructional conditions, administrative support, physical resources, and community participation that may influence teachers' instructional performance. The locale provided an appropriate setting for examining the influencing factors and challenges encountered by Grade 3 teachers in the delivery of quality instruction.

Respondents of the Study

The respondents of the study consisted of 35 Grade 3 teachers from public elementary schools in the Nagtipunan North District. Since the target population was relatively small, the study employed total enumeration sampling, allowing all eligible Grade 3 teachers to participate. The respondents were selected because they possessed firsthand knowledge and experience regarding classroom instruction, administrative support, learner characteristics, parental involvement, instructional resources, and community participation, all of which are relevant to the study objectives.

Research Instrument

The study utilized a researcher-developed questionnaire based on the objectives and supported by a review of the literature. The instrument had three sections: (1) respondent demographics, (2) factors influencing teachers' performance, and (3) challenges encountered by teachers. The influencing factors included administrator support, teacher-related factors, student-related factors, parental involvement, instructional devices, physical facilities, and community support. Similarly, teachers' challenges were measured on the same dimensions to determine the extent to which these factors hindered instructional performance. Responses were measured using a five-point Likert scale, with higher mean scores indicating greater influence or seriousness. Experts in educational management and research content-validated the questionnaire. Testing among teachers outside the locale using Cronbach's alpha showed acceptable reliability.

Data Gathering Procedure

Prior to data collection, the researcher secured approval from the Graduate School and obtained permission from the Schools Division Superintendent, Public Schools District Supervisor, and the respective school heads. After receiving the necessary approvals, the researcher administered the questionnaires to the respondents and explained the objectives of the study, the procedures for completing the questionnaire, and the voluntary nature of participation. The completed questionnaires were immediately retrieved, checked for completeness, encoded, organized, and prepared for statistical analysis.

Statistical Treatment of Data

The data were analyzed using appropriate descriptive and inferential statistical techniques. Frequency counts and percentages were used to describe the respondents' demographic profiles. The weighted mean and standard deviation were employed to determine the extent of the factors influencing teachers' performance and the challenges encountered by teachers. To determine

whether significant differences existed in the influencing factors according to the selected demographic characteristics, an independent samples t-test was used for variables with two groups, while a one-way analysis of variance (ANOVA) was employed for variables with three or more groups. All statistical analyses were conducted at a significance level of $p < 0.05$.

RESULTS AND DISCUSSION

Table 1. Demographic Profile of the Grade 3 Teacher Respondents

Profile Variable	Category	Frequency (f)	Percentage (%)
Sex	Male	6	17.14
	Female	29	82.86
Civil Status	Single	3	8.57
	Married	30	85.71
	Widow	2	5.71
Position	Teacher I	12	34.29
	Teacher II	1	2.86
	Teacher III	21	60.00
	Master Teacher I	1	2.86
Highest Educational Attainment	Bachelor's Degree	8	22.86
	With Master's Units	11	31.42
	Master's Degree Holder	15	42.86
	With Doctoral Units	1	2.86
Latest Performance Rating	Outstanding	21	60.00
	Very Satisfactory	14	40.00
Years in Service	1–5 years	6	17.14
	6–10 years	8	22.86
	11–15 years	18	51.43
	21 years and above	3	8.57
Levels of Seminars Attended*	School/District	35	100.00
	Division	35	100.00
	Regional	25	71.43
	National	10	28.57

*Multiple responses were allowed for seminar attendance.

Table 1 presents the demographic profiles of the 35 Grade 3 teachers in the Nagtipunan North District. The findings reveal that the workforce is predominantly female (82.86%), reflecting the feminization of the elementary teaching profession in the country. Most respondents were married (85.71%), indicating a stable, experienced population. By professional rank, the majority were Teacher III (60.00%), suggesting career advancement through accumulated experience, satisfactory performance, and continuous professional development. Furthermore, 42.86% had completed a master's degree, while another 31.42% were pursuing graduate studies, demonstrating commitment to lifelong learning and professional growth. This finding supports studies showing that graduate education enhances teachers' pedagogical competence, instructional effectiveness, and career advancement (Antipolo & Rogayan, 2021; Stieben et al., 2021). The results show that most respondents obtained an outstanding performance rating (60.00%), while the remaining teachers received very satisfactory ratings, indicating high professional performance. More than half of the respondents (51.43%) had served between 11 and 15 years, reflecting substantial teaching experience that may influence instructional quality and classroom management. All respondents participated in school-, district-, and division-level seminars, and many attended regional and national training programs. Continuous professional development equips teachers with updated pedagogical knowledge, innovative instructional strategies, and improved classroom practices, enhancing teaching performance. Overall, the respondents were experienced, professionally competent, and

continuously developing groups of teachers, providing a basis for examining factors influencing their teaching performance.

Table 2. Extent of Factors Affecting Teachers' Performance

Factors Affecting Teachers' Performance	Overall Mean	SD	Interpretation
Administrator	3.61	0.58	Effective
Teacher	3.75	0.54	Effective
Student	3.76	0.56	Effective
Parent	3.31	0.63	Moderately Effective
Instructional Devices	3.92	0.49	Effective
Physical Facilities	3.84	0.52	Effective
Community	3.28	0.67	Moderately Effective
Grand Mean	3.64	0.57	Effective

Table 2 presents the extent of factors affecting teachers' performance. The findings reveal a grand mean of 3.64 (SD = 0.57), interpreted as Effective, indicating that the identified factors generally contribute positively to teachers' instructional performance. Among the factors, instructional devices obtained the highest mean (M = 3.92, SD = 0.49), followed by physical facilities (M = 3.84, SD = 0.52), student-related factors (M = 3.76, SD = 0.56), teacher-related factors (M = 3.75, SD = 0.54), and administrator support (M = 3.61, SD = 0.58), all interpreted as Effective. In contrast, parental involvement (M = 3.31, SD = 0.63) and community support (M = 3.28, SD = 0.67) were rated as Moderately Effective, suggesting that these areas require greater collaboration and stakeholder engagement. Overall, the findings imply that adequate instructional resources, supportive school leadership, competent teachers, conducive learning environments, and active student participation positively influence teaching performance, while stronger partnerships with parents and the community remain important areas for improvement. These findings are consistent with previous studies emphasizing that instructional resources, professional competence, administrative support, and stakeholder involvement are essential factors in improving teaching effectiveness and educational quality (Antipolo & Rogayan, 2021; Poblador & Tagare, 2022; Stieben et al., 2021; Valle, 2024).

Table 3. Problems Encountered Affecting Teachers' Performance

Problems Encountered	Overall Mean	SD	Interpretation
Administrator	2.39	0.71	Slightly Serious
Teacher	2.28	0.68	Slightly Serious
Student	2.48	0.73	Slightly Serious
Parent	2.54	0.69	Slightly Serious
Instructional Devices	2.44	0.72	Slightly Serious
Physical Facilities	2.20	0.65	Slightly Serious
Community	2.40	0.70	Slightly Serious
Grand Mean	2.39	0.70	Slightly Serious

Table 3 presents the problems encountered that affect teachers' performance, highlighting several key stakeholder groups and school resources. Each problem was rated on a scale reflecting the severity of its impact, with overall mean scores ranging from 2.20 to 2.54 and an aggregate grand mean of 2.39. All factors were interpreted as "Slightly Serious," suggesting moderate but notable challenges affecting teacher effectiveness. Specifically, problems perceived as arising from parents (mean = 2.54), students (2.48), and instructional devices (2.44) had the highest impact among the categories, indicating that issues related to parental involvement, student-related challenges, and resource availability moderately hindered teachers' performance. Conversely, physical facilities

(2.20) and teachers themselves (2.28) were seen as somewhat less problematic yet still slightly serious factors. Research underlines that such difficulties directly influence teachers' capacity to deliver effective instruction. For instance, a lack of adequate instructional resources and poorly maintained facilities disrupt teaching quality and learning environments, as found in studies examining resource shortages and school infrastructure challenges impacting novice and general education teachers (Darwish et al., 2025; Kuboni & Mawila, 2024). Additionally, limited support from administrators and insufficient professional development feedback constrain teachers' instructional and behavior management practices, further affecting performance (Poulou et al., 2023). Parental engagement also plays a critical role; research confirms that active teacher–parent interactions positively influence student academic outcomes meaning that challenges here can indirectly undermine teacher effectiveness (Shoukat et al., 2023). Similarly, teacher experiences regarding school leadership styles emphasize that supportive and communicative leadership can mitigate some performance problems (Ahmad, 2021; Akhtar & Akhtar, 2024).

Table 4. Summary of Problems Encountered Affecting Teachers' Performance

Area	Mean	SD	Interpretation
Parent	2.54	0.69	Slightly Serious
Student	2.48	0.73	Slightly Serious
Instructional Devices	2.44	0.72	Slightly Serious
Community	2.40	0.70	Slightly Serious
Administrator	2.39	0.71	Slightly Serious
Teacher	2.28	0.68	Slightly Serious
Physical Facilities	2.20	0.65	Slightly Serious
Grand Mean	2.39	0.70	Slightly Serious

Table 4 summarizes the problems encountered by teachers that affect their teaching performance. The findings revealed an overall mean of 2.39 (SD = 0.70), interpreted as slightly serious, indicating that the respondents experienced manageable challenges in the teaching process. Parent-related concerns obtained the highest mean (M = 2.54, SD = 0.69), followed by student-related factors (M = 2.48, SD = 0.73) and instructional devices (M = 2.44, SD = 0.72), suggesting that parental involvement, learner-related issues, and instructional resources remain important concerns influencing classroom instruction (Shoukat et al., 2023; Valle, 2024). Community support (M = 2.40, SD = 0.70), administrative support (M = 2.39, SD = 0.71), teacher-related factors (M = 2.28, SD = 0.68), and physical facilities (M = 2.20, SD = 0.65) were also perceived as slightly serious, indicating that although these factors do not severely hinder teaching, they still require continuous improvement (Darwish et al., 2025; Poulou et al., 2023). Overall, the findings suggest that strengthening partnerships among schools, parents, and communities while improving instructional resources and administrative support can help minimize these challenges and enhance teachers' instructional effectiveness (Akhtar & Akhtar, 2024; Valle, 2024).

Table 5. Summary of the Highest and Lowest Rated Indicators

Variable	Highest Rated Indicator	Mean	Lowest Rated Indicator	Mean
Administrator	Adheres to DepEd policies	4.16	Supports Classroom Projects	3.18
Teacher	Provides Opportunities for Practice	4.18	Attendance in higher-level Training	3.23
Student	Works Cooperatively	4.12	Guided by Parents	3.18
Parent	Giving Support to Children	3.56	Attend Meetings regularly	3.12
Instructional Devices	Learning Competencies	4.20	Television	3.38

Physical Facilities	Furniture and Fixtures	4.18	Sports Equipment	3.36
Community	Cooperative During Communal Work	3.54	Financial Support	2.60

Table 5 presents the highest and lowest rate indicators for each factor affecting teachers' performance. The findings indicate that teachers highly value adherence to DepEd policies, opportunities for learner practice, cooperative student behavior, parental support for children's learning, the availability of learning competencies in instructional materials, adequate classroom furniture, and community cooperation during school activities, demonstrating strengths in instructional implementation and stakeholder collaboration (Antipolo & Rogayan, 2021; Stieben et al., 2021). Conversely, the lowest-rated indicators included support for classroom projects, participation in higher-level professional training, parental guidance of learners, attendance at school meetings, availability of television as an instructional device, sports equipment, and financial support from the community, suggesting areas that require further attention and investment (Poblador & Tagare, 2022; Valle, 2024). These findings imply that while schools have established positive instructional practices and supportive learning environments, enhancing professional development opportunities, increasing parental engagement, improving instructional resources, and strengthening community partnerships are essential for sustaining teacher effectiveness and improving educational quality (Kumala et al., 2022; Stieben et al., 2021; Valle, 2024).

Table 6. Significant Differences in the Extent of Influencing Factors Affecting Teachers' Performance According to Demographic Profile

S	Statistical Test	Computed Value	p-value	Decision	Interpretation
Sex	Independent Samples T-test	t = 1.247	0.221	Fail to Reject H ₀	No significant difference
Civil Status	One-Way ANOVA	F = 1.582	0.221	Fail to Reject H ₀	No significant difference
Position	One-Way ANOVA	F = 2.164	0.109	Fail to Reject H ₀	No significant difference
Highest Educational Attainment	One-Way ANOVA	F = 3.041	0.042*	Reject H ₀	Significant difference
Latest Performance Rating	Independent Samples T-test	t = 2.287	0.029*	Reject H ₀	Significant difference
Years in Service	One-Way ANOVA	F = 3.275	0.033*	Reject H ₀	Significant difference

Level of Significance (α) = 0.05 *Significant at $p < .05$

The analysis of teachers' performance relative to their demographic profiles revealed several important findings. According to Table 6, statistical tests were conducted using independent samples t-tests and one-way ANOVA to examine whether demographic variables significantly influenced the extent of factors affecting teacher performance. The results showed no significant differences in performance based on sex ($t = 1.247$, $p = 0.221$), civil status ($F = 1.582$, $p = 0.221$), or position ($F = 2.164$, $p = 0.109$), suggesting that these demographics do not markedly impact teacher performance evaluations. However, significant differences were evident in relation to highest educational attainment ($F = 3.041$, $p = 0.042$), latest performance rating ($t = 2.287$, $p = 0.029$), and years in service ($F = 3.275$, $p = 0.033$). These significant p-values indicate that teachers' educational qualifications, their most recent performance appraisals, and their length of service meaningfully affect performance outcomes, leading to the rejection of the null hypothesis for these variables. These

findings align with broader research emphasizing the influence of teacher qualifications and experience on effectiveness. For example, teaching experience has been found to significantly enhance learner academic performance, with diminishing returns after a certain point (Mpiti et al., 2025). Moreover, educational attainment is often linked to competencies that contribute to better student outcomes and professional efficacy (Kumala et al., 2022). Performance ratings capture direct evaluations of teacher effectiveness and thus naturally correlate with performance differences. Conversely, teacher sex, civil status, and position appeared less influential on performance disparities, consistent with studies reporting limited gender or position effects on teaching outcomes (Salem, 2021). Taken together, these results suggest that professional qualifications, performance evaluations, and experience are key demographic-related determinants of teacher performance, while other demographic factors show no significant impact. This insight underscores the importance of policies that focus on enhancing teacher qualifications and supporting career development to improve educational quality.

CONCLUSION

This study concluded that Grade 3 teachers in the Nagtipunan North District are experienced, professionally qualified, and actively engaged in ongoing professional development. The factors influencing their performance are clearly effective, with administrator support, teacher competence, student participation, instructional devices, and physical facilities contributing positively. However, the moderate effectiveness of parental involvement and community support highlights a clear opportunity for more robust stakeholder engagement. The challenges faced by teachers, such as parent-related concerns, student-related issues, and instructional resources, are slightly serious but manageable. Notably, significant differences in the impact of these factors were linked to teachers' highest educational attainment, latest performance rating, and years of service, while no differences were found concerning sex, civil status, and position. These findings underscore the importance of strengthening professional development, enhancing stakeholder collaboration, and ensuring adequate instructional support to further boost teachers' instructional effectiveness.

RECOMMENDATIONS

Based on the findings of this study, school administrators should continue to strengthen instructional support by providing adequate teaching resources, improving school facilities, and expanding professional development opportunities for teachers, particularly in terms of advanced training and graduate education. It would also be advantageous for schools to develop programs that encourage greater parental involvement and strengthen partnerships with community stakeholders to support teaching and learning activities. Teachers are encouraged to sustain their commitment to professional growth through continuous learning and active participation in training programs that enhance their instructional competence. The Department of Education may find it useful to use the findings as a basis for designing interventions that address the identified challenges while promoting collaborative school-community relationships. Finally, future researchers might consider replicating this study in larger populations or different educational settings and include additional variables, such as teacher motivation, instructional leadership, organizational climate, or learner outcomes, to provide a broader understanding of the factors influencing teachers' performance.

LIMITATIONS OF THE STUDY

This study was limited to 35 Grade 3 teachers from the public elementary schools in the Nagtipunan North District. The findings were based on the respondents' perceptions using a survey questionnaire and may not fully represent teachers from other districts or educational settings. In addition, the study focused only on selected factors and challenges affecting teaching performance; therefore, other variables that may influence teachers' performance were not included.

FUTURE RESEARCH DIRECTIONS

Future researchers may conduct similar studies involving a larger number of respondents from different districts or regions to validate the findings. Additional variables such as teacher motivation, instructional leadership, organizational climate, job satisfaction, and learner achievement may also be included to provide a more comprehensive understanding of the factors affecting teaching performance. Qualitative or mixed-methods studies are also recommended to gain deeper insights into teachers' experiences.

ETHICS STATEMENT

Participation in the study was voluntary, and informed consent was obtained from all respondents before data collection. The respondents were informed of the purpose of the study, and their responses were kept confidential and anonymous. Ethical principles, including voluntary participation, privacy, confidentiality, and respect for the rights of the participants, were strictly observed throughout the study.

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AI DISCLOSURE STATEMENT

During the preparation of this manuscript, Gemini AI was used to assist with generating draft text, improving grammar, enhancing language clarity, and assisting with the literature search. SPSS was used for data analysis and statistical computations. After using these tools, I carefully reviewed, revised, and edited all the content to ensure its accuracy, originality, and academic integrity. I take full responsibility for the content of this published work.

How to cite:

Ulanggi, M. J. L. (2026). Extent of influencing factors and challenges affecting the teaching performance of Grade 3 teachers in Nagtipunan North District. *Bamboo Nexus: Journal of Innovation, Education, and Climate Action (BN-JECA)*, 1(1), 111–120. <https://doi.org/10.67691/bnjeca.v1i1.010>
