

Effectives of Instructional Practices and Interventions in Addressing Teaching Challenges in Mathematics 6 in Nagtipunan North District

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Abstract: Successful mathematics instruction hinges on suitable teaching methods, institutional backing, and strategic interventions to tackle classroom difficulties and enhance student performance. Gaining insight into teachers' views on these elements is crucial for bolstering Mathematics 6 instruction in primary schools. A quantitative descriptive research approach was employed, involving 95 Mathematics 6 educators from public primary schools in the Nagtipunan North District, Division of Quirino. The study utilized total enumeration sampling, encompassing all qualified participants. Data collection was conducted using a validated questionnaire created by the researcher, and the analysis involved frequency, percentage, mean, and standard deviation. Results indicated that the respondents were professionally qualified and engaged in seminars and training at various levels. Instructional practices and support for Mathematics 6 were generally seen as effective, with evaluative tools receiving the highest ratings, while instructional materials were deemed moderately sufficient. Teaching challenges were largely viewed as minor, though issues related to evaluative tools were considered moderately significant. Intervention measures to address teaching challenges were also rated as effective, especially the provision of instructional materials, small group discussions, and financial assistance. Overall, the findings suggest that effective teaching practices, ongoing professional development, sufficient institutional support, and well-designed intervention activities enhance Mathematics instruction and reduce teaching challenges. It is recommended to strengthen instructional resources, refine assessment practices, and maintain professional development programs to further advance Mathematics teaching and learning in the district. These findings could inform improvement programs and professional development efforts in elementary mathematics education.

Keywords: *Mathematics 6, instructional practices, teaching challenges, intervention activities, professional development*

INTRODUCTION

Mathematics education holds significant importance globally in fostering learners' critical thinking, problem-solving, analytical reasoning, and decision-making skills, which are essential for addressing complex societal challenges. As a foundational discipline, it supports scientific literacy and technological advancements, contributing to sustainable national development (Luzano, 2024). Worldwide, there is a growing focus on improving the quality of mathematics instruction through effective, learner-centered pedagogies and ongoing professional development for teachers to meet diverse learner needs and incorporate innovative teaching strategies. Despite these efforts, mathematics educators encounter ongoing challenges such as limited instructional resources, diverse student backgrounds, and adapting to evolving educational technologies (Cahapay & Labrador, 2022; Luzano, 2024). Instructional interventions supported by administrative leadership have been shown to enhance teaching effectiveness and student academic outcomes in mathematics education (Luzano, 2024a).

In the Philippine context, national and international assessments like PISA and TIMSS reveal ongoing concerns regarding Filipino learners' mathematics achievement and problem-solving competencies, indicating room for improvement (Espinosa et al., 2024). The Department of Education (DepEd) is

actively pursuing curriculum reforms, enhanced teacher training, instructional supervision, and professional development initiatives to address these gaps (Luzano, 2024a). Effective instructional methods, robust teaching materials, evaluative tools, and strong administrative support are recognized as critical for delivering quality mathematics education (Luzano, 2024b). Furthermore, national efforts focus on strengthening teachers' instructional competence through ongoing seminars, trainings, and continuous professional development, aiming to empower educators to better meet diverse learner needs and improve student learning outcomes (A. Espinosa et al., 2024).

Mathematics 6 teachers in Nagtipunan North District use technology-enhanced lessons aligned with TPACK to promote conceptual understanding (Priyanda et al., 2025). However, they face challenges including inadequate materials, diverse learner needs, limited support, and constraints in using innovative methods (Abdulah & Mahmud, 2025; Jailani et al., 2025). These obstacles hinder student-centered approaches. While district workshops on inquiry-based learning and technology integration improve teacher efficacy (Hayati et al., 2023; Wilson et al., 2025), continuous support is needed to address resource inequities and training gaps (Jailani et al., 2025). Evaluating current practices is essential to identify challenges and tailor interventions that promote student engagement (Magayon & Tabuzo, 2024). Improving outcomes require targeted professional development, enhanced supervision, and diverse instructional tools (Abdulah & Mahmud, 2025; Wilson et al., 2025). Limited local research has examined the combined effectiveness of instructional practices, support, challenges, and interventions in the district. Existing studies focus on performance or effectiveness separately rather than integrating these factors. Few investigations address how support influences teachers' capacity to overcome challenges, and empirical evidence on district-level interventions remains scarce. This study fills these gaps by evaluating strategies to enhance Mathematics instruction and effectiveness in the district.

RESEARCH QUESTIONS

This study aimed to determine the effectiveness of instructional practices and interventions in addressing teaching challenges in Mathematics 6 in Nagtipunan North District. Specifically, it sought to answer the following research questions:

- What is the profile of the mathematics 6 teachers in terms of: age, gender, civil status, present position, highest educational attainment, performance rating; and years in teaching?
- What seminars and training have the mathematics 6 teachers attended in terms of: district, provincial, regional, national; and international levels?
- What is the level of effectiveness of instructional practices and support in Mathematics 6 in terms of: realization of the general objectives, adequacy of instructional materials, teaching methods, teaching techniques, teaching approaches, evaluative tools, administrative support; and supervisory support?
- What are the teaching challenges encountered by Mathematics 6 teachers in terms of: instructional materials, teaching methods, teaching techniques, teaching approaches, evaluative tools, administrative support; and supervisory support?
- To what extent are the intervention activities effective in addressing the teaching challenges in Mathematics 6?

METHODS

Research Design

This study employed a quantitative descriptive research design to determine the effectiveness of instructional practices and interventions in addressing teaching challenges in Mathematics 6 in

Nagtipunan North District. The descriptive research design was appropriate because it systematically described the respondents' demographic characteristics, seminars and training attended, instructional practices, administrative and supervisory support, teaching challenges, and intervention activities. The design enabled the researcher to describe existing conditions and summarize the respondents' perceptions using appropriate descriptive statistical techniques.

Local of the Study

The study was conducted in Nagtipunan North District, Division of Quirino, where public elementary schools implement the Department of Education's Mathematics 6 curriculum. The district was selected because it comprises teachers with varied teaching experiences, educational qualifications, and professional development backgrounds, providing an appropriate setting for assessing instructional practices and interventions in Mathematics instruction. The findings are expected to contribute to the improvement of Mathematics teaching and learning within the district.

Respondents of the Study

The respondents of the study were 95 Mathematics 6 teachers from the public elementary schools in Nagtipunan North District. These teachers were selected because they were directly involved in the implementation of the mathematics 6 curriculum and possessed firsthand knowledge and experience regarding instructional practices, administrative and supervisory support, teaching challenges, and intervention strategies employed in Mathematics instruction.

Sampling Technique

The study employed total enumeration sampling, wherein all 95 Mathematics 6 teachers in Nagtipunan North District were included as respondents. Since the population was manageable, including all eligible teachers ensured complete representation of the target population and minimized sampling bias.

Research Instrument

The primary instrument used in this study was a structured researcher-made questionnaire. The questionnaire consisted of five parts. The first part gathered the respondents' demographic profile, including age, gender, civil status, present position, highest educational attainment, performance rating, years in teaching, and seminars and training attended. The second part assessed the effectiveness of instructional practices and support in Mathematics 6, including the realization of the general objectives, adequacy of instructional materials, teaching methods, teaching techniques, teaching approaches, evaluative tools, administrative support, and supervisory support. The third part measured the teaching challenges encountered in Mathematics 6. The fourth part evaluated the effectiveness of intervention activities implemented to address teaching challenges. Responses were measured using a five-point Likert scale. Prior to data collection, the instrument was reviewed and validated by experts in Mathematics education and educational research to establish its content validity.

Data Gathering Procedure

Prior to the conduct of the study, the researcher secured approval from the Schools Division Office and the respective school heads in Nagtipunan North District. After obtaining the necessary permissions, the researcher personally administered the questionnaires to the respondents and explained the objectives of the study as well as the instructions for completing the instrument. The accomplished questionnaires were collected, checked for completeness, encoded, and organized for statistical analysis. Confidentiality and anonymity of the respondents were strictly observed throughout the research process.

Statistical Treatment of Data

The collected data was analyzed using appropriate descriptive statistical tools. Frequency and percentage were used to describe the demographic profile of the respondents and the seminars and training attended. Mean and standard deviation were employed to determine the effectiveness of instructional practices and support, the teaching challenges encountered, and the effectiveness of intervention activities. The computed means were interpreted using the corresponding verbal interpretations based on the established five-point Likert scale.

RESULT AND DISCUSSION

Table 1. Demographic Profile of the Respondents

Variable	Category	Frequency (f)	Percentage (%)
Age	21–25 years	17	17.90
	26–30 years	15	15.80
	31–35 years	23	24.20
	36–40 years	13	13.70
	41–45 years	12	12.60
	46–50 years	8	8.40
	51 years and above	7	7.40
	Total	95	100.00
Gender	Male	33	34.70
	Female	62	65.30
	Total	95	100.00
Civil Status	Single	23	24.20
	Married	69	72.60
	Separated	1	1.10
	Widowed	2	2.10
	Total	95	100.00
Present Position	Teacher I	23	24.20
	Teacher II	12	12.60
	Teacher III	44	46.30
	Master Teacher I	10	10.50
	Master Teacher II	6	6.30
	Total	95	100.00
Highest Educational Attainment	Bachelor's Degree	16	16.80
	Master's Degree Units	43	45.30
	Master's Degree	19	20.00
	Doctoral Degree Units	17	17.90
	Total	95	100.00
Performance Rating	Outstanding	54	56.80
	Very Satisfactory	25	26.30
	Satisfactory	16	16.80
	Total	95	100.00
Years in Teaching	1–5 years	21	22.10
	6–10 years	13	13.70
	11–15 years	13	13.70
	16–20 years	9	9.50
	21–25 years	11	11.60
	26–30 years	16	16.80

31 years and above	12	12.60
Total	95	100.00

Table 1 presents the demographic profile of the 95 Mathematics 6 teachers in Nagtipunan North District. Most respondents were 31–35 years old (24.20%), female (65.30%), and married (72.60%). Nearly half held the position of Teacher III (46.30%), while the largest group had earned master's degree units (45.30%). More than half (56.80%) received an Outstanding performance rating, and many had 1–5 years of teaching experience (22.10%). These findings indicate that the respondents are professionally qualified and possess varied teaching experiences, providing a reliable basis for assessing instructional practices and teaching challenges in Mathematics 6. The profile also suggests that the district is supported by a competent teaching workforce capable of implementing effective instructional practices.

Table 2 Distribution of Respondents by Seminars and Trainings Attended

Seminars and Trainings Attended	Frequency (f)	Percentage (%)
District	95	100.00
Provincial	95	100.00
Regional	82	86.32
National	37	38.95
International	20	21.05

Table 2 shows the number of seminars and training attended by the respondents. All 95 respondents have attended district and division-wide seminars and training, while 82 have participated in regional training. In addition, 37 respondents have attended national-level training, and 20 have participated in international training. The results indicate that the respondents are active in professional development activities and are willing to enhance their knowledge and skills to improve their teaching in Mathematics 6. The participation of some respondents in international seminars further reflects their strong commitment, passion, and dedication to the teaching profession.

Table 3. Effectiveness of Instructional Practices and Support in Mathematics 6

Dimension	Mean	SD	Verbal Interpretation
Realization of the General Objectives of Mathematics 6	3.93	0.53	Realized
Adequacy of Instructional Materials	3.14	0.61	Moderately Adequate
Effectiveness of Teaching Methods	4.04	0.49	Effective
Effectiveness of Teaching Techniques	3.82	0.52	Effective
Effectiveness of Teaching Approaches	3.96	0.48	Effective
Effectiveness of Evaluative Tools	4.23	0.46	Very Effective
Administrative Support	4.00	0.51	Often
Supervisory Support	3.85	0.55	Often
Overall Mean	3.87	0.52	Effective

Table 3 presents a comprehensive evaluation of the effectiveness of instructional practices and support in Mathematics 6. The data indicate that the realization of the general objectives of the course is "Realized" with a mean of 3.93, suggesting that the core educational goals are being met effectively. Instructional materials received a lower rating of "Moderately Adequate" (mean = 3.14), indicating room for improvement in resource adequacy, which aligns with findings that the use of instructional materials is not always optimally supervised or supported (Owan et al., 2023). Teaching methods, techniques, and approaches were all rated as "Effective" (means ranging from 3.82 to 4.04), reflecting positive perceptions of pedagogical strategies employed. Notably, evaluative tools were rated the highest at 4.23, indicating a strong impact on assessment effectiveness, which parallels research emphasizing the importance of robust evaluative instruments to improve instructional outcomes (Wang, 2024). Both

administrative and supervisory support were reported as "Often" available (means of 4.00 and 3.85, respectively), reinforcing literature that highlights the critical role of frequent and constructive supervision in enhancing teachers' job effectiveness and competency acquisition (Aheisibwe & Barigye, 2025; Owan et al., 2023). The overall mean score of 3.87 confirms that instructional practices and support in Mathematics 6 are generally effective, though attention to instructional materials may further enhance teaching outcomes. Thus, the study reflects an integrated system where teaching effectiveness and supervisory support jointly contribute to realizing educational objectives in mathematics instruction. (Aheisibwe & Barigye, 2025; Owan et al., 2023; Wang, 2024)

Table 4. Teaching Challenges Encountered in Mathematics 6

Dimension	Mean	SD	Verbal Interpretation
Deterrents in Instructional Materials	2.08	0.61	Least Serious
Deterrents in Teaching Methods	1.75	0.47	Least Serious
Deterrents in Teaching Techniques	2.21	0.53	Least Serious
Deterrents in Teaching Approaches	2.11	0.56	Least Serious
Deterrents in Evaluative Tools	2.53	0.58	Moderately Serious
Deterrents in Administrative Support	1.98	0.49	Least Serious
Deterrents in Supervisory Support	2.09	0.52	Least Serious
Overall Mean	2.11	0.54	Least Serious

Table 4 illustrates the teaching challenges encountered in Mathematics 6, with most deterrents rated as "Least Serious" based on their low mean scores, ranging from 1.75 to 2.21. Specifically, deterrents related to instructional materials, teaching methods, techniques, approaches, administrative support, and supervisory support all fall within the "Least Serious" category, with mean values around 2.0, indicating minimal perceived obstacles in these areas. The exception is deterrents in evaluative tools, which received a higher mean score of 2.53 and are interpreted as "Moderately Serious," suggesting that challenges in assessment instruments are comparatively more impactful for teachers in this context. These findings align with broader literature that highlights instructional material development challenges often stem from insufficient time, skills, and administrative assistance rather than the outright absence of resources, particularly in basic education settings (Cayabas Jr & Sumeg-Ang, 2023). Challenges in evaluative tools may reflect difficulties in developing or applying effective assessment measures, a concern echoed in other educational contexts where assessment quality directly influences learning outcomes (Okoye et al., 2023). Moreover, the relatively low ratings for administrative and supervisory support deterrents contrast with studies emphasizing the vital role of consistent supervision and support in enhancing teaching effectiveness and competency acquisition (Aheisibwe & Barigye, 2025). This suggests that, in Mathematics 6, while support structures are generally functioning, attention should be directed toward refining evaluative tools to improve instructional outcomes comprehensively.

Table 5 Respondent's Perception on the Extent of Effectiveness of the Activities in getting Across the Deterrents in Teaching Mathematics 6

Intervention Activities	Mean	SD	Verbal Interpretation
Purchase of Instructional Materials	3.92	0.48	Effective
Small Group Discussion	3.91	0.46	Effective
Financial Support	3.88	0.50	Effective
Conduct Math Encampment	3.84	0.52	Effective
Tutorial	3.82	0.55	Effective
Home Visitation	3.68	0.58	Effective
Remedial Classes	3.66	0.60	Effective
MTAP Classes	3.66	0.59	Effective

Peer Tutoring	3.40	0.64	Effective
Overall Mean	3.76	0.55	Effective

Table 5 presents the respondents' perceptions regarding the effectiveness of the intervention activities implemented to address teaching challenges in Mathematics 6. The overall mean of **3.76** indicates that the intervention activities were generally perceived as Effective, suggesting that the strategies employed helped improve classroom instruction and address existing teaching concerns. Among the interventions, the purchase of instructional materials obtained the highest means ($M = 3.92$), followed by small group discussion ($M = 3.91$) and financial support ($M = 3.88$). These findings indicate that providing adequate instructional resources and promoting collaborative learning activities are among the most effective interventions in enhancing mathematics instruction. The standard deviation values further suggest that the respondents' perceptions were generally consistent across the different intervention activities. Meanwhile, peer tutoring received the lowest mean ($M = 3.40$), although it was still interpreted as Effective, indicating that respondents recognized its value but considered it less effective than the other intervention strategies. Overall, the findings emphasize that combining instructional resources, financial assistance, and learner-centered instructional strategies can help teachers overcome classroom challenges and improve the quality of Mathematics instruction. These results are consistent with previous studies which reported that adequate instructional materials, continuous teacher support, and collaborative learning interventions contribute to more effective teaching practices and better learning outcomes in mathematics (Cayabas Jr. & Sumeg-Ang, 2023; Magayon & Tabuzo, 2024; Wilson et al., 2025).

CONCLUSION

The findings indicate that Mathematics 6 teachers in Nagtipunan North District are professionally qualified and actively participate in professional development activities through seminars and training. The instructional practices and support provided in Mathematics 6 were generally perceived as effective, with evaluative tools, teaching methods, and administrative support receiving favorable ratings. Teaching challenges were generally considered least serious, although the use of evaluative tools emerged as an area requiring greater attention. Furthermore, the intervention activities implemented to address teaching challenges were perceived as effective, particularly the provision of instructional materials, small group discussions, and financial support. Overall, the study concludes that effective instructional practices, adequate institutional support, and well-planned intervention activities contribute to improving the quality of Mathematics instruction and help teachers address classroom challenges more effectively...

RECOMMENDATIONS

Based on the findings, schools should continue strengthening professional development programs by providing teachers with regular seminars and training at the regional, national, and international levels. School administrators are encouraged to allocate sufficient instructional materials and resources to enhance the delivery of Mathematics instruction. Greater emphasis should also be given to improving evaluative tools through training in assessment design and classroom evaluation. Teachers are encouraged to continue implementing collaborative learning strategies, remedial classes, tutorials, and small group discussions to support learners with varying needs. Financial and administrative support should likewise be sustained to ensure the successful implementation of instructional interventions. Finally, future researchers may conduct similar studies in other districts or divisions using larger samples and additional variables to further validate and expand the findings of the present study.

LIMITATIONS OF THE STUDY

This study was limited to 95 Mathematics 6 teachers from public elementary schools in Nagtipunan North District, Division of Quirino. The findings were based solely on the respondents' perceptions

gathered through a structured questionnaire, which may be subject to personal bias. The study employed descriptive research design and focused only on instructional practices, teaching challenges, and intervention activities without examining their direct effects on learners' academic performance. Therefore, the results may not be generalized to other districts or educational settings with different contexts.

FUTURE RESEARCH DIRECTIONS

This study was limited to 95 Mathematics 6 teachers from public elementary schools in Nagtipunan North District, Division of Quirino. The findings were based solely on the respondents' perceptions gathered through a structured questionnaire, which may be subject to personal bias. The study employed descriptive research design and focused only on instructional practices, teaching challenges, and intervention activities without examining their direct effects on learners' academic performance. Therefore, the results may not be generalized to other districts or educational settings with different contexts.

ETHICS STATEMENT

Permission to conduct the study was obtained from the appropriate educational authorities and school heads before data collection. Informed consent was secured from all respondents after explaining the purpose, procedures, and significance of the study. Participation was voluntary, and respondents were informed that they could withdraw from the study at any time without penalty. The confidentiality and anonymity of all participants were strictly maintained, and all information collected was used solely for academic and research purposes. The study was conducted in accordance with accepted ethical principles governing research involving human participants.

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AI DISCLOSURE STATEMENT

During the preparation of this manuscript, I used Paraphraser AI to generate and refine text, improve grammar, and enhance the clarity and academic quality of the writing. I also used Scopus AI to assist in identifying and searching for relevant scholarly literature. After using these AI tools, I carefully reviewed, revised, and edited all generated content to ensure its accuracy, originality, and appropriateness. I take full responsibility for the accuracy, integrity, and content of the published work.

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