

Instructional Strategies of Grade 2 Teachers and Their Implications for Classroom Practices in the Dupax del Norte District

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Abstract: In elementary education, the use of effective teaching strategies and suitable instructional materials is crucial for fostering meaningful learning experiences and enhancing classroom instruction. This study focused on the teaching methods used by Grade 2 educators and their impact on classroom practices in the Dupax del Norte District. This study specifically outlines the participants' demographic characteristics, assesses the use and effectiveness of teaching strategies and materials, identifies factors influencing their use, and suggests interventions to improve classroom practices. A descriptive survey research design was utilized, involving 30 Grade 2 teachers chosen through enumeration. Data were collected using a modified questionnaire, and the analysis involved frequency, percentage, weighted mean, and standard deviation. The results indicated that most participants were female, married, held master's degrees, and had seven to nine years of teaching experience. Teaching strategies were employed at a moderate level, whereas both strategies and materials were considered highly effective. Key factors affecting the use of instructional materials included administrative supervision, teacher competence, adequate facilities, and effective instructional planning, with limited funding for educational field trips posing a challenge. Participants strongly endorsed interventions such as ongoing professional development, regular instructional supervision, increased funding, and providing sufficient instructional resources. This study concludes that enhancing instructional support systems, improving access to quality materials, and offering continuous professional development can further improve classroom practices and teaching effectiveness among Grade 2 teachers.

Keywords: *instructional strategies, instructional materials, classroom practices, Grade 2 teachers, elementary education*

INTRODUCTION

Quality basic education is the foundation for sustainable national development worldwide. It helps build human capital, which is crucial for economic growth and the well-being of society. Research shows that effective teaching strategies play a key role in boosting students' academic success, keeping them engaged, and supporting their overall development by creating interactive and motivating learning environments (Zhang & Vongurai, 2025). Globally, there is a strong push to use teaching methods that focus on the learner, are inclusive, and make use of technology in elementary education. This is to cater to different learning needs and improve educational outcomes. Some of these methods include collaborative learning, using digital tools such as PhET simulations, and project-based learning platforms that encourage critical thinking and motivation (Diab et al., 2024; Rosmiati et al., 2025). Organizations such as UNESCO and the OECD are strong advocates for innovative teaching methods to improve learning quality worldwide. They encourage educators to use flexible and evidence-based strategies (Alali & Wardat, 2024). Consequently, teachers are increasingly expected to diversify their teaching approaches, using technology and learner-centred methods to meet the diverse cognitive and

socio-emotional needs of students in the 21st century (Al-Shammari, 2021).

In the Philippines, the Department of Education (DepEd) is pushing forward with the global trend by using the K to 12 Curriculum. This approach focuses on putting learners at the center and encourages the use of the right teaching strategies and materials to make teaching more effective (Nhan et al., 2025). Teachers also receive ongoing professional development and in-service training to keep up with the changing demands of education. However, many public elementary schools are still struggling with limited resources, insufficient funding, and less-than-ideal classroom conditions. These issues make it difficult to implement these reforms; therefore, there is a need to keep working on improving teaching practices (Alali & Wardat, 2024). Fixing these problems is crucial for boosting the quality of elementary education and achieving sustainable development goals in the country (Wang, 2024). Quality basic education is key to sustainable national development because it helps build the human capital needed for economic growth and societal progress (Zhang & Vongurai, 2025). Effective teaching strategies are essential for improving students' academic performance, engagement, and overall development through active, learner-centered methods (Al-Shammari, 2021). Globally, there is a growing focus on learner-centered, inclusive, and technology-enhanced teaching practices in elementary education. This includes using tools such as PhET simulations and project-based learning platforms to boost motivation and critical thinking (Diab et al., 2024; Rosmiati et al., 2025). Organizations such as UNESCO and the OECD are major supporters of innovative teaching methods to improve learning outcomes globally (Alali & Wardat, 2024). With the diversity of 21st-century learners, teachers need to use a variety of teaching strategies that fit individual learning needs and contexts (Garay Abad & Hattie, 2025).

Within the Philippines, DepEd promotes learner-centered instruction aligned with the K to 12 Curriculum, encouraging the use of suitable instructional strategies and materials to enhance teaching effectiveness (Nhan et al., 2025). Continuous professional development and in-service training are offered to improve teachers' pedagogical skills. However, many public elementary schools encounter ongoing challenges such as limited instructional resources, constrained funding, and inadequate classroom environments (Cayabas Jr & Sumeg-Ang, 2023). Strengthening instructional practices remains a strategic priority to elevate the quality of elementary education and support the country's broader sustainable development goals (Wang, 2024). Most prior research has examined instructional strategies or instructional materials independently, lacking an integrated approach that addresses both constructs together. Additionally, few studies have explored the frequency of instructional strategy use, their effectiveness, the effectiveness of instructional materials, influencing factors, encountered challenges, and proposed interventions simultaneously among Grade 2 teachers. Empirical data specifically focusing on Grade 2 educators within the Dupax del Norte District are scarce. This study addresses these gaps by offering a comprehensive evaluation of instructional practices, thereby providing valuable insights to guide school administrators, teachers, and policymakers in improving classroom instruction.

RESEARCH QUESTIONS

This study aimed to determine the instructional strategies employed by Grade 2 teachers and their implications for classroom practices in Dupax Del Norte District. Specifically, this study sought to answer the following research questions:

- What is the demographic profile of the Grade 2 teacher respondents in terms of age, gender, civil status, present position, highest educational attainment, and years in teaching?
- What is the level of utilization of instructional strategies, effectiveness of instructional strategies, and effectiveness of instructional materials?
- What factors affect Grade 2 teachers' utilization of instructional materials?
- What interventions can be proposed to improve the utilization of instructional materials and enhance classroom practices?

METHODS

Research Design

This study employed a descriptive survey design. The design was appropriate because it aimed to determine the instructional strategies employed by Grade 2 teachers, the effectiveness of instructional strategies and instructional materials, the factors affecting their utilization, the problems encountered, and the interventions proposed to improve classroom practice. The descriptive method enabled the researcher to systematically gather, summarize, and interpret the respondents' perceptions without manipulating any variables.

Local of the Study

This study was conducted in the public elementary schools of the Dupax del Norte District in the Schools Division of Nueva Vizcaya. The district comprises several public elementary schools that implement the Department of Education's K–12 curriculum. The locale was selected because it provided an appropriate setting for examining the instructional strategies and classroom practices of grade 2 teachers.

Respondents of the Study

The study respondents consisted of 30 Grade 2 teachers in the public elementary schools of the Dupax del Norte District. As the number of Grade 2 teachers was manageable, the researcher employed total enumeration, allowing all eligible teachers to participate in this study. This ensured that the findings represented the perceptions of all the entire population of Grade 2 teachers in the district.

Research Instrument

The primary instrument used for gathering data was a researcher-adopted and modified questionnaire based on related literature and previous studies on instructional strategies and materials. The questionnaire consisted of four parts: (1) respondents' demographic profiles, (2) frequency of instructional strategies used, (3) effectiveness of instructional strategies and instructional materials, and (4) factors affecting utilization, problems encountered, and proposed interventions. A five-point Likert scale was used to measure the respondents' perceptions. Prior to its administration, the instrument was reviewed by experts to establish content validity and was pilot-tested to ensure clarity and reliability.

Data Gathering Procedure

Data Gathering Procedure

Prior to data collection, the researcher secured permission from the Schools Division Superintendent, Public Schools District Supervisor, and the respective school heads. After approval was obtained, the questionnaires were personally distributed to the respondents. The purpose of the study was explained, and the respondents were informed that their participation was voluntary. Completed questionnaires were collected, checked for completeness, encoded, and prepared for statistical analysis.

Statistical Treatment of Data

The collected data were analyzed using appropriate descriptive statistics. Frequencies and percentages were used to describe the respondents' demographic profiles. The weighted mean was used to determine the frequency and effectiveness of instructional strategies, effectiveness of instructional materials, factors affecting their utilization, problems encountered, and proposed interventions. The computed weighted means were interpreted using the corresponding verbal interpretation based on the established five-point Likert scale. These statistical tools provided an objective basis for describing the perceptions of grade 2 teachers regarding instructional strategies and classroom practices.

RESULTS AND DISCUSSION

Table 1. Demographic Profile of Grade 2 Teacher Respondents (N = 30)

Variable	Category	Frequency (f)	Percentage (%)
Age	20–25	3	10.00
	26–30	4	13.33
	31–35	8	26.67
	36–40	5	16.67
	41–45	6	20.00
	46–50	2	6.67
	51 and above	2	6.67
Gender	Male	4	13.33
	Female	26	86.67
Civil Status	Single	9	30.00
	Married	20	66.67
	Widowed	1	3.33
Present Position	Teacher I	6	20.00
	Teacher II	0	0.00
	Teacher III	21	70.00
	Master Teacher I	2	6.67
	Master Teacher II	1	3.33
Highest Educational Attainment	Bachelor's Degree (BSEd)	11	36.67
	Master's Degree (MAEd)	17	56.67
	Doctorate Degree (PhD)	2	6.66
Years in Teaching	1–3 years	4	13.33
	4–6 years	10	33.33
	7–9 years	12	40.00
	10 years and above	4	13.33

Table 1 presents the demographic profiles of Grade 2 teacher respondents in terms of age, gender, civil status, present position, highest educational attainment, and years of teaching. The findings show that the largest proportion of respondents were 31–35 years old (26.67%), female (86.67%), and married (66.67%). Most respondents held the position of Teacher III (70.00%), indicating that they had gained considerable teaching experience and professional advancement. More than half (56.67%) had completed a master's degree, demonstrating their commitment to professional growth and education. In addition, the majority had 7–9 years of teaching experience (40.00%), suggesting that they possessed sufficient classroom experience to effectively implement instructional strategies and manage learning activities. Overall, the profile indicates that the respondents are academically qualified and professionally experienced, which provides a strong foundation for delivering quality instruction and enhancing classroom practice.

Table 2 Distribution of Respondents by In-Service Trainings Attended

Level of In-Service Training	Frequency (f)	Percentage (%)
School Level	30	100.00
Division Level	30	100.00
National Level	14	46.67
International Level	2	6.67

The data indicate that all Grade 2 teacher respondents (100%) attended both school- and division-level in-service training programs, suggesting that these professional development activities are regularly implemented in the district. Nearly half of the respondents (46.67%) had participated in national-level training, whereas only 6.67% had attended international training programs. These findings suggest

that although teachers have strong access to local professional development opportunities, participation in higher-level international training is limited. Expanding teachers' access to national and international training programs may further enhance their pedagogical knowledge, instructional competence, and adoption of innovative classroom practices.

Table 3. Perceived Utilization and Effectiveness of Instructional Strategies and Instructional Materials

Indicator	Mean	Verbal Interpretation
Frequency of Instructional Strategies Used	3.28	Sometimes
Effectiveness of Instructional Strategies	4.42	Very Effective
Effectiveness of Instructional Materials	4.52	Very Effective
Overall Mean	4.07	Effective

The data in Table 3 show the perceptions of the use and effectiveness of instructional strategies and materials. The frequency of instructional strategies has a mean of 3.28, indicating they are used “sometimes.” Their effectiveness is rated much higher, with a mean of 4.42, aligned with “very effective.” Instructional materials also receive a high effectiveness rating, with a mean of 4.52, likewise interpreted as “very effective.” Together, these findings yield an overall mean of 4.07, interpreted as “effective” in the educational context surveyed. These results align with research emphasizing the role of well-designed instructional materials and strategies in improving teaching and learning processes. Mentors’ assessments found that materials prepared by student teachers were perceived as useful, effective, engaging, and well-designed, with use near “very often” (Haruna, 2022). This suggests that frequent use and perceived effectiveness of instructional resources positively influence teaching quality. Moreover, research on technology-enhanced and digital instructional materials supports these findings. Technology-based strategies, such as multimedia and virtual laboratories, are linked to exploratory and constructivist teaching concepts that enhance instructional effectiveness (Alessa 2025). Digital teaching materials developed for sports education have been shown to improve students’ cognitive abilities, reflecting their suitability and positive impact on learning outcomes (Siregar et al. 2023). Studies on the systematic production and evaluation of educational media further reinforce the importance of strategic instructional design, highlighting approaches such as ADDIE and project-based learning that promote student engagement and effective material use (Seechaliao, 2024).

Table 4. Factors Affecting the Utilization of Instructional Materials

Factors	Mean	SD	Verbal Interpretation
Teachers are experts in preschool education	4.06	0.68	Agree
Objectives are clearly understood by the teacher	4.18	0.61	Agree
Planning and implementation of strategies are strong	4.22	0.58	Strongly Agree
Teachers' attitudes toward teaching are motivating	4.26	0.56	Strongly Agree
There is close supervision by school administrators	4.55	0.49	Strongly Agree
Teachers' competence is reflected in students' outputs	4.04	0.66	Agree
Adequate school facilities are available	4.34	0.54	Strongly Agree
Sitting condition and learning spaces are conducive	4.24	0.57	Strongly Agree
Wide provision of instructional aids	4.05	0.63	Agree
Funds for commercial instructional materials are available	4.19	0.60	Agree
Sufficient funds for organizing field trips	3.57	0.74	Agree
Overall Mean	4.15	0.61	Agree

Table 4 shows that the respondents generally agreed that several factors influence the effective utilization of instructional materials, as reflected by the overall mean score of 4.15 (SD = 0.61). Among the identified factors, close supervision by school administrators received the highest rating (M = 4.55, SD = 0.49), indicating that instructional leadership and regular monitoring are essential for promoting the proper use of teaching resources by teachers. Other highly rated factors included adequate school

facilities, positive teacher attitudes toward teaching, and effective planning and implementation of instructional strategies, suggesting that supportive school environments and competent teaching practices contribute to better classroom instruction. However, the availability of funds for organizing field trips obtained the lowest mean ($M = 3.57$, $SD = 0.74$), implying that financial limitations continue to restrict opportunities for experiential learning. The relatively low standard deviation values indicate that the respondents had consistent perceptions of these factors. These findings support the study of Cayabas Jr. and Sumeg-Ang (2023), who emphasized that adequate instructional resources, administrative support, and teacher competence are important determinants of effective utilization of instructional material. Likewise, Seechaliao (2024) reported that systematic planning, supervision, and appropriate instructional resources significantly improve teaching effectiveness and student learning outcomes, while Garay Abad and Hattie (2025) highlighted that supportive school conditions and quality instructional materials enhance teachers' instructional practices.

Table 5. Proposed Interventions to Improve the Utilization of Instructional Materials

Proposed Interventions	Mean	SD	Verbal Interpretation
Organizing seminars on the effective use of instructional materials	4.60	0.47	Strongly Agree
Provision of funds by the school authorities and the government	4.52	0.51	Strongly Agree
Regular supervision by school heads to ensure the effective use of instructional materials	4.67	0.45	Strongly Agree
Improvisation of locally available instructional materials by teachers	4.50	0.53	Strongly Agree
Provision of various instructional materials needed for teaching	4.54	0.49	Strongly Agree
Overall Mean	4.57	0.49	Strongly Agree

Discussion

The findings reveal that the respondents strongly agreed that the proposed interventions would enhance the utilization of instructional materials (Overall Mean = 4.57, $SD = 0.49$). Among the interventions, regular supervision by school heads to ensure the effective use of instructional materials obtained the highest rating ($M = 4.67$, $SD = 0.45$), highlighting the importance of instructional leadership in improving classroom practice. The organization of seminars, provision of instructional materials, and increased financial support from school authorities were also rated very highly, indicating that teachers value continuous professional development and adequate resource allocation. The relatively low SD values suggest that the respondents shared consistent perceptions regarding the effectiveness of these interventions. These findings support previous studies emphasizing that administrative support, teacher training, and sufficient instructional resources contribute significantly to improving instructional quality and learner outcomes (Cayabas Jr. & Sumeg-Ang, 2023; Seechaliao, 2024).

CONCLUSION

The findings indicate that Grade 2 teachers in the Dupax del Norte District are academically qualified and professionally experienced, enabling them to implement effective classroom instructions. Although instructional strategies were utilized only at a moderate frequency, both strategies and materials were perceived as highly effective in supporting teaching and learning. Administrative supervision, teacher competence, adequate facilities, and effective planning were identified as important factors influencing the utilization of instructional materials, while limited funding for field trips remained a challenge for teachers. Furthermore, the respondents strongly supported interventions such as regular supervision, continuous professional development, and providing adequate instructional resources. Overall, this study highlights the importance of strengthening instructional support systems to improve classroom

practices and enhance the quality of instruction among grade 2 teachers.

RECOMMENDATIONS

Based on these findings, school administrators are encouraged to strengthen instructional supervision and provide continuous professional development programs that enhance teachers' instructional strategies and the effective use of instructional materials. Greater financial support should be allocated for acquiring quality instructional resources and implementing meaningful learning activities, including educational field trips. Teachers should continue to develop innovative, learner-centred instructional approaches while maximizing the use of available instructional materials. The Department of Education may also expand opportunities for teachers to participate in national and international training programmes to further improve their professional competence. Finally, future researchers are encouraged to conduct similar studies involving larger samples and different educational settings and to examine additional factors that may influence the utilization of instructional strategies and materials.

LIMITATIONS OF THE STUDY

This study was limited to the perceptions of 30 Grade 2 teachers from public elementary schools in the Dupax del Norte District, Philippines. The findings were based on self-reported responses collected through a survey questionnaire, which may have been influenced by respondents' personal opinions and experiences. This study focused only on the utilization and effectiveness of instructional strategies and materials, the factors affecting their utilization, and the proposed interventions. Therefore, the results may not be generalizable to other grade levels, school districts, or educational settings.

FUTURE RESEARCH DIRECTIONS

Future studies may include a larger sample of teachers from different districts or divisions to improve the generalizability of the findings. Researchers may also examine the relationship between instructional strategies and learners' academic performance, classroom engagement, and other educational outcomes. Qualitative or mixed-methods approaches may be employed to gain deeper insights into teachers' experiences, challenges, and best practices in utilizing instructional strategies and materials. In addition, future research may evaluate the effectiveness of intervention programs designed to strengthen instructional practices and improve learner achievement.

ETHICAL STATEMENT

This study was conducted in accordance with the established ethical principles governing educational research. Permission to conduct the study was obtained from the appropriate school authorities before data collection commenced. Participation of teachers and students was voluntary, and informed consent was obtained from all participants. For participants who were minors, consent was obtained from their parents or legal guardians, in accordance with institutional and applicable legal requirements, along with the students' assent where appropriate.

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AI DISCLOSURE STATEMENT

During the preparation of this work, the author(s) used [NAME TOOL / SERVICE] in order to [e.g., generate text, check grammar, analyze data, or assist with literature search]. After using this tool/service, the author(s) reviewed and edited the content as needed and take(s) full responsibility for the content of the published work.

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