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INSTRUCTIONAL PRACTICES OF KEY STAGE 2 TEACHERS TOWARD ACADEMIC PERFORMANCE OF PUPILS

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ABSTRACT

This study investigated the instructional practices of Key Stage 2 teachers in the Tabaco City Division and their influence on pupils' academic performance. Using a descriptive survey method, data were gathered from 342 teachers across four districts (North, South, East, and West) through a validated questionnaire. The instrument examined five domains of instructional practice: building knowledge and skills, developing focus, making connections, fostering critical thinking, and encouraging active participation. Results revealed that teachers consistently applied practices across all domains, with weighted means interpreted as "Always." However, ANOVA results indicated significant differences in the level of usage among districts, particularly in developing critical thinking and active participation. Factors influencing instructional practices included availability of resources, diversity of strategies, student motivation, reflective thinking, problem-solving, and inclusivity. An instructional plan was proposed to strengthen teaching practices and address contextual challenges. Findings highlight the importance of sustaining high-level instructional practices while promoting collaboration across districts to ensure equitable learning outcomes. The study contributes to educational planning, teacher development, and policy formulation by providing evidence-based insights into effective classroom strategies that enhance pupils' academic performance.

Keywords: Instructional Practices, Academic Performance, Key Stage 2, Tabaco City Division

1 INTRODUCTION

Education is universally recognized as a cornerstone of human development, national progress, and global competitiveness. Its effectiveness is largely determined by the quality of teaching, which is reflected in the instructional practices employed by teachers. Instructional practices encompass strategies that foster comprehension, engagement, critical thinking, and active participation, thereby shaping pupils' academic performance. International frameworks such as the United Nations Convention on the Rights of the Child (1989) and Sustainable Development Goal 4 (2015) emphasize inclusive, equitable, and quality education, underscoring the centrality of effective instruction. Nationally, the Philippine Constitution (1987), Republic Act 10533 (Enhanced Basic Education Act of 2013), and DepEd Order No. 42, s. 2017 (Philippine Professional Standards for Teachers) institutionalize learner-centered approaches, higher-order thinking, and continuous assessment as guiding principles for classroom practice.

At the local level, Tabaco City Division provides a dynamic educational environment, with diverse schools across urban and rural contexts. Key Stage 2 (Grades 4–6) represents a critical phase where pupils transition from foundational learning to more complex tasks requiring independence, problem-solving, and critical thinking. Teachers at this stage must employ strategies that build knowledge and skills, sustain focus, connect lessons to real-life contexts, and encourage active participation.

This study is timely and necessary, as it examines how Key Stage 2 teachers translate policy into practice and how these practices influence pupils' academic performance. By identifying instructional practices, measuring their level of usage, and analyzing influencing factors, the research provides insights that can guide teacher development, curriculum planning, and policy decisions aimed at improving learning outcomes.

2 MATERIALS

The primary material used in this study was a structured survey questionnaire designed to capture the instructional practices of Key Stage 2 teachers. The instrument was divided into three parts: (1) identification of instructional practices across five domains—building knowledge and skills, developing focus, making connections, fostering critical thinking, and encouraging active participation; (2) assessment of the frequency of usage of these practices using a five-point Likert scale (Never to Always); and (3) identification of factors influencing instructional practices, such as resources, time allocation, student motivation, diversity of strategies, and classroom management.

Secondary materials included published and unpublished references such as books, journals, theses, dissertations, and official DepEd issuances. These sources provided theoretical grounding and validated the findings. The questionnaire underwent face validation by a thesis committee and content validation by external experts, including a district supervisor, a school principal, and a master teacher. Their feedback ensured clarity, relevance, and alignment with research objectives.

3 METHODS

This study employed the descriptive survey method, which systematically documents existing conditions without manipulating the environment. Total enumeration was used, involving all 342 Key Stage 2 teachers in Tabaco City Division during SY 2025–2026. Respondents were distributed across four districts: North (109), South (74), East (70), and West (89).

Data collection followed a two-phase process. Preliminary activities included securing approval from the Schools Division Superintendent and coordinating with Public Schools District Supervisors. The validated questionnaire was then distributed to teachers during scheduled sessions, ensuring minimal disruption to classes. The researcher was present to clarify queries and ensure confidentiality. A 100% retrieval rate was achieved.

Data analysis employed frequency counts, percentages, and weighted means to describe instructional practices and their level of usage. ANOVA was used to determine significant differences across districts. Factors influencing practices were ranked based on frequency. This systematic approach ensured reliability and validity, providing a strong foundation for conclusions.

4 RESULTS

Findings revealed that Key Stage 2 teachers consistently applied instructional practices across all five domains. In **Building Knowledge and Skills**, teachers used scaffolding, guided practice, vocabulary building, visual aids, and technology integration, with a combined frequency of 100%. In **Developing Focus**, practices such as setting clear goals, connecting lessons to prior knowledge, and using cues or mindfulness activities were universally applied. In **Making Connections**, lessons were linked to prior knowledge, real-life experiences, and cultural contexts. In **Developing Critical Thinking Skills**, teachers engaged pupils in higher-order questioning, problem-solving, analysis, and learner-designed projects. In **Participating Actively**, pupils were involved in group work, discussions, role-playing, and collaborative tasks.

Weighted mean analysis showed that all practices were rated “Always,” with averages ranging from 4.73 to 4.81. However, ANOVA results revealed significant differences across districts, particularly in critical thinking and active participation, where variations were most pronounced. Factors influencing practices included availability of resources, diversity of strategies, student motivation, reflective thinking, problem-solving, and inclusivity.

5 DISCUSSION

The findings affirm that instructional practices are consistently applied across Key Stage 2 classrooms, reflecting strong alignment with DepEd standards and global frameworks. The high ratings of “Always” suggest that teachers are committed to sustaining effective practices that enhance pupils’ academic performance. However, the significant differences across districts highlight contextual disparities. For instance, variations in resources, pupil motivation, and inclusivity may explain why critical thinking and active participation showed the greatest differences.

These results underscore the importance of addressing district-specific challenges. While teachers demonstrate competence, sustaining uniformity requires collaborative sharing of best practices, equitable resource distribution, and targeted professional development. The influence of factors such as student motivation and reflective thinking suggests that instructional practices are not only teacher-driven but also shaped by learner engagement and classroom dynamics.

The study contributes to educational planning by emphasizing the need for instructional plans that integrate resource support, inclusive strategies, and reflective practices. It also highlights the role of administrators in sustaining high-level practices through monitoring and collaboration.

6 CONCLUSION

This study concludes that Key Stage 2 teachers in Tabaco City Division consistently apply instructional practices across five domains—building knowledge and skills, developing focus, making connections, fostering critical thinking, and encouraging active participation. These practices are rated “Always,” demonstrating strong adherence to learner-centered approaches and alignment with DepEd standards.

Despite this consistency, significant differences in the level of usage across districts were observed, particularly in critical thinking and active participation. These variations suggest that while teachers are committed to effective practices, contextual factors such as resources, pupil motivation, and inclusivity influence their implementation.

The study identifies key factors shaping instructional practices: availability of teaching and learning resources, diversity of strategies, student motivation, reflective thinking, problem-solving, and inclusivity. Addressing these factors is essential to sustaining high-quality instruction.

An instructional plan is proposed to strengthen practices by ensuring resource support, promoting collaborative professional development, enhancing reflective and inquiry-based learning, and fostering inclusive teaching approaches. Administrators are encouraged to sustain high-level practices through monitoring and support, while teachers should continue refining strategies to meet diverse learner needs.

Ultimately, the study contributes to educational improvement by providing evidence-based insights into how instructional practices influence pupils’ academic performance. It underscores the importance of sustaining effective practices while addressing contextual disparities to ensure equitable learning outcomes across districts.

STATEMENTS ON COMPLIANCE WITH ETHICAL STANDARDS

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Disclosure of conflict of interest

No conflict of interest should be disclosed.

Statement of ethical approval

This study was conducted in compliance with institutional ethical standards and approved by the Schools Division Office of Tabaco City.

Statement of informed consent

All participants were informed of the study's purpose, procedures, and confidentiality measures. Written consent was obtained from the Schools Division Superintendent prior to participation.

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