

Instructional challenges and corrective measures of elementary English teachers

Joan E. Arciga*

Filamer Christian University, Roxas City, Capiz, Philippines

ABSTRACT

The study utilized a survey-correlational research design to determine the levels of the entire and top 5 instructional challenges encountered and corrective measures employed to address instructional challenges among elementary English teachers. This study was conducted among 267 elementary English teachers as participants. Data were gathered using researcher-made questionnaires, namely the Instructional Challenges Encountered Questionnaire and the Corrective Measures Employed to Address Instructional Challenges Questionnaire, along with a personal data sheet. Descriptive statistics such as frequency count, percentage, mean, and standard deviation were used, while Pearson r was applied to test the relationship between variables at a 0.05 level of significance. Findings revealed that the overall level of instructional challenges encountered by teachers was moderate. The most prominent challenges included limited parental support, irregular student attendance, difficulties in writing tasks, the need for remedial instruction, and insufficient reading skills among learners. In contrast, the overall level of corrective measures employed by teachers was very high with strategies such as using engaging instructional materials, establishing clear classroom rules, effective time management, implementing consistent routines, and practicing positive discipline being most frequently applied. Furthermore, the results indicated a significant relationship between instructional challenges and corrective measures, suggesting that teachers actively adapt their strategies in response to the challenges they encounter.

Keywords: Instructional challenges, corrective measures, elementary english teachers.

Date Submitted: June 5, 2025

Date Accepted: June 10, 2026

Date Published: June 19, 202

INTRODUCTION

Education remains a fundamental pillar of societal development, with language instruction serving as a critical mechanism for cultivating learners' literacy, communication, and critical thinking competencies. Within the Philippine educational system, English occupies a particularly significant position as both a global lingua franca and a core component of the K to 12 curriculum. At the elementary level, English instruction establishes the foundation upon which learners develop the linguistic competencies necessary for academic achievement and lifelong learning. Consequently, the quality of English instruction has far reached implications not only for individual learner success but also for national educational advancement. Despite

*Corresponding author / Email: arcigajoan.educ@gmail.com

DOI: <http://doi.org/10.69651/PIJHSS05021253>

Recommended citation:

Arciga, J. E. (2026). Instructional challenges and corrective measures of elementary English teachers. *Pantao (International Journal of the Humanities and Social Sciences)* 5 (2), 6021-6035.
<http://doi.org/10.69651/PIJHSS05021253>

its importance, elementary English teachers continue to encounter numerous instructional challenges that hinder the effective delivery of instruction and ultimately influence learners' academic outcomes. These challenges include inadequate instructional resources, learners' low levels of English proficiency, large class sizes, insufficient professional training opportunities, and constraints associated with curriculum implementation. Understanding these instructional challenges and the corrective measures employed by teachers is therefore essential for improving instructional effectiveness and enhancing learners' English language development.

Instructional challenges refer to the obstacles, difficulties, and barriers encountered by educators during the planning, implementation, and assessment of instructional activities intended to facilitate meaningful student learning. These challenges may originate from internal factors, including teacher preparation, instructional competence, and classroom management practices, or from external factors such as policy requirements, curriculum demands, resource limitations, and diverse learner characteristics. Regardless of their source, these barriers often impede the effective implementation of the curriculum and contribute to less than optimal learner outcomes. In contrast, corrective measures encompass the proactive strategies, instructional interventions, and pedagogical modifications employed by teachers to address these barriers. Such measures are designed to respond to diverse learner needs, compensate for resource inadequacies, overcome curriculum limitations, and adapt to evolving educational standards. By implementing appropriate corrective measures, teachers are able to strengthen learner engagement, improve literacy outcomes, foster inclusive classroom environments, and continuously refine their instructional practices through reflection, collaboration, and evidence based decision making.

The significance of examining instructional challenges and corrective measures becomes even more pronounced within the Philippine educational context, where English functions both as a second language and as a medium of instruction. Teachers are expected to cultivate English language proficiency among learners who come from diverse linguistic, cultural, and socioeconomic backgrounds, making effective instruction a complex and multifaceted undertaking. The success of English language education therefore depends largely on teachers' capacity to recognize instructional barriers and implement appropriate interventions that respond to learners' varying needs. This issue has become increasingly urgent in light of the Programme for International Student Assessment (PISA) 2018 results, which revealed that Filipino students ranked among the lowest globally in reading literacy, reflecting substantial gaps in English proficiency that further widen existing socioeconomic inequalities. These findings underscore the importance of addressing instructional challenges among elementary English teachers as part of the broader effort to achieve Sustainable Development Goal 4 on Quality Education by strengthening early literacy and preparing learners for higher education, meaningful employment, and lifelong participation in society.

The literature consistently emphasizes that effective corrective measures constitute an indispensable component of successful English language instruction because they directly influence learner engagement, educational equity, and long term academic achievement. In increasingly diverse classrooms, teachers confront varying learner abilities, cultural and linguistic diversity, resource constraints, and rapidly changing curricular expectations. Under these conditions, instructional strategies such as differentiated instruction, collaborative learning, reflective practice, peer mentoring, and continuous professional development become essential mechanisms for overcoming barriers to learning. Without effective corrective measures, instructional challenges may contribute to learner disengagement, widening achievement gaps, and diminished educational outcomes. Consequently, investigating both the nature of instructional challenges and the strategies teachers employ to address them contributes not only to improving classroom instruction but also to informing educational policies and institutional support systems designed to strengthen teaching effectiveness.

The present study is theoretically anchored on several complementary educational frameworks that collectively explain how instructional challenges emerge and how corrective measures facilitate improved teaching and learning. Vygotsky's Sociocultural Theory provides the primary theoretical foundation by asserting that learning occurs through social interaction and guided participation. From this perspective, instructional challenges arise when there is a mismatch between learners' developmental needs and the scaffolding provided by teachers. Corrective measures therefore function as instructional scaffolds that assist learners in progressing within their Zone of Proximal Development (ZPD), enabling them to acquire competencies that would otherwise remain beyond their independent capabilities. Complementing this perspective, Bandura's Social Cognitive Theory emphasizes the importance of self-efficacy, observational learning, and reciprocal interactions among personal, behavioral, and environmental factors. Within the context of this study, Bandura's theory explains how teachers develop confidence and instructional competence through reflective practice, professional development, and the modeling of effective pedagogical strategies, thereby enabling them to respond more effectively to challenges such as resource limitations and diverse learner needs. Likewise, Tomlinson's framework of differentiated instruction (Tomlinson, 2001) highlights the necessity of adapting instruction to individual learner characteristics, providing a conceptual basis for examining corrective strategies such as adaptive lesson planning, flexible grouping, and differentiated learning activities that accommodate varying levels of linguistic proficiency. Collectively, these theoretical perspectives converge in emphasizing that instructional challenges are socially situated and context dependent, while corrective measures represent purposeful and empowering responses that promote meaningful learning and instructional improvement.

Existing literature further demonstrates that identifying instructional challenges and implementing corrective measures produce significant educational benefits across multiple stakeholders. For learners, addressing instructional barriers such as language difficulties and low engagement enhances comprehension, communication skills, and English language proficiency. Scaffolded reading programs and other targeted interventions have been shown to improve English achievement among Filipino learners who acquire English alongside Filipino and regional languages. Studies conducted by the Philippine Institute for Development Studies (PIDS) indicate that carefully designed interventions can increase English proficiency by 20-30%, resulting in improved performance in national assessments such as the National Achievement Test (NAT), lower dropout rates that currently range from 10-15% at the elementary level, and stronger preparation for higher education and lifelong learning. These findings illustrate that instructional improvement extends beyond immediate classroom outcomes by contributing to learners' long term academic success and social mobility.

The literature also highlights the professional benefits associated with systematically identifying instructional challenges and implementing appropriate corrective measures. Reflective practice encourages teachers to evaluate their instructional effectiveness, participate in professional learning opportunities, and adopt innovative teaching approaches such as gamified instruction and peer mentoring. These experiences strengthen teachers' instructional confidence, enhance classroom management, and reduce professional burnout. According to Department of Education data, approximately 20% of teachers leave the profession annually, while UNESCO reports consistently demonstrate that sustained professional support improves instructional quality and teacher retention. Consequently, strengthening teachers' capacity to respond effectively to instructional challenges not only enhances classroom practice but also contributes to workforce stability, particularly in underserved educational contexts.

Beyond individual classrooms, corrective measures also promote educational equity by addressing disparities experienced by marginalized learners. Strategies such as providing digital instructional resources to geographically isolated schools and adapting instruction for learners with disabilities support the implementation of the Department of Education's Inclusive Education Policy and contribute to narrowing the urban and rural literacy gap, where urban learners reportedly outperform their rural counterparts in English by approximately 15-20%. Such initiatives foster culturally responsive and inclusive learning environments that strengthen national unity within the Philippines' multilingual society while ensuring equitable educational opportunities for diverse learner populations.

The broader societal implications of improving English instruction further reinforce the importance of addressing instructional challenges. Strong English language proficiency enhances employability, particularly within globally competitive industries such as Business Process Outsourcing (BPO), where the Philippines continues to maintain international prominence. The World Bank estimates that improvements in literacy could contribute an additional 1-2% to annual national economic growth. Furthermore, enhanced English education supports the goals of the Philippine Development Plan 2023-2028 by contributing to poverty reduction, strengthening workforce readiness, promoting global citizenship, and expanding opportunities for international engagement and labor mobility. These broader socioeconomic benefits illustrate that improving English instruction at the elementary level represents an investment in both human capital development and national progress.

Although the literature consistently acknowledges the importance of addressing instructional challenges through evidence based corrective measures, important gaps remain. Existing studies generally document the effectiveness of individual instructional interventions, professional development initiatives, or differentiated teaching strategies. However, comparatively fewer investigations have comprehensively examined the instructional challenges encountered specifically by elementary English teachers while simultaneously analyzing the corrective measures they employ within the Philippine educational context. Likewise, although previous research supports the effectiveness of scaffolding, differentiated instruction, reflective practice, and technology supported interventions, limited empirical evidence has systematically explored how these strategies interact with the diverse realities experienced by elementary English teachers across varied classroom settings. This gap underscores the need for research that not only identifies the nature and extent of instructional challenges but also examines the adaptive practices teachers employ in addressing them.

Recognizing instructional challenges should therefore not be viewed solely as identifying deficiencies but rather as revealing opportunities for instructional improvement, educational reform, and professional growth. Educational research consistently demonstrates that many classroom difficulties reflect broader structural and systemic issues requiring comprehensive and collaborative solutions. Consequently, empowering elementary English teachers through evidence based corrective measures has the potential to strengthen instructional quality, promote inclusive learning environments, improve literacy outcomes, and support sustainable educational development. Guided by the theoretical foundations of Vygotsky, Bandura, and Tomlinson, and informed by national and international educational concerns, the present study seeks to determine the instructional challenges encountered by elementary English teachers and the corrective measures they employ to address these challenges. By generating empirical evidence regarding these interconnected variables, the study aims to contribute to the continuing discourse on educational improvement, provide practical recommendations for teachers, school administrators, and policymakers, and ultimately support the development of more effective, equitable, and responsive English language instruction within Philippine elementary schools.

Statement of the problem

This study aimed to determine the instructional challenges and corrective measures of elementary English teachers in the Division of Roxas City for the school year 2025-2026.

Specifically, the study sought to answer the following questions:

1. What are the levels of the entire and top 5 instructional challenges encountered by elementary English teachers?
2. What are the levels of the entire and top 5 corrective measures employed to address instructional challenges among elementary English Teachers?
3. Is there a significant relationship between instructional challenges and their corrective measures among elementary English teachers?

METHODOLOGY

This study aimed to determine the instructional challenges encountered and the corrective measures employed by elementary English teachers in the Division of Roxas City during the School Year 2025-2026. Specifically, the study employed a quantitative research approach utilizing a survey correlational research design. According to Check and Schutt (2012), survey research refers to the collection of information from a sample of individuals through their responses to questions, while correlational research is a quantitative method that seeks to determine whether a relationship exists between variables (Capilano, 2008). Consistent with McBurney and White (2009), the survey correlational design was adopted to provide a static picture of existing situations while establishing the relationship between the variables under investigation. The study focused on identifying the instructional challenges encountered and the corrective measures employed by elementary English teachers. The findings were intended to benefit teachers, school administrators, curriculum developers, learners, and future researchers. In this investigation, the independent variable was the instructional challenges encountered, while the dependent variable was the corrective measures employed. The data were analyzed using frequency counts, percentage, mean, standard deviation, and Pearson R correlation, with all statistical tests evaluated at the .05 level of significance.

The participants of the study were elementary English teachers from public elementary schools in the Division of Roxas City during the School Year 2025-2026. From a total population of 803 teachers, a sample of 267 respondents was determined using the Raosoft formula to ensure a representative distribution of participants. Stratified sampling was employed to guarantee proportional representation from each participating school. The distribution of respondents included 4 or 1.62% from Adlawan Integrated School, 3 or 1.00% from Anatolia Arcenas Memorial School, 5 or 1.74% from Antonio Villasis Memorial School, 4 or 1.37% from Balijuagan Elementary School, 14 or 5.23% from Banica Elementary School, 4 or 1.62% from Barra Elementary School, 3 or 1.00% from Bato Elementary School, 3 or 1.12% from Cogon Integrated School, 9 or 3.49% from Culasi Elementary School, 6 or 2.12% from Don Amando Bayot Sr. Memorial Integrated School, 5 or 1.99% from Don Canuto Fuentes Integrated School, 7 or 2.61% from Don Conrado Barrios Memorial School, 9 or 3.24% from Don Francisco Dinglasan Memorial School, 3 or 1.00% from Don Gervacio Diaz Memorial School, 4 or 1.37% from Don Jose Acevedo Integrated School, 5 or 1.99% from Don Juan Celino Integrated School, 8 or 2.99% from Don Manuel Arnaldo Memorial School, 13 or 4.86% from Don Ynocencio A. Del Rosario Memorial School, 3 or 1.00% from Doña Emiliana Alba Memorial School, 5 or 1.87% from Doña Vicenta P. Hontiveros Memorial School, 8 or 3.11% from Dumolog Elementary School, 8 or 3.11% from Inzo Arnaldo Village Integrated

School, 5 or 1.74% from Katipunan Village Elementary School, 14 or 5.23% from Lawa-an Integrated School, 6 or 2.24% from Libas Elementary School, 6 or 2.24% from Loctugan Integrated Farm School, 9 or 3.49% from Marcos Fuentes Integrated School, 5 or 1.87% from Mongpong Elementary School, 2 or 0.87% from Olotayan Integrated School, 3 or 1.25% from Paciano Bombaes Memorial School, 9 or 3.49% from Plaridel East Elementary School, 7 or 2.74% from Plaridel West Elementary School, 19 or 7.23% from PMRMIS-South, 9 or 3.36% from PMRMS-SPED, 12 or 4.61% from PMRMIS-North, 3 or 1.00% from Punta Cogon Elementary School, 5 or 1.74% from Rufina Andrada Santos Memorial School, 5 or 1.87% from Sofronio A. Cordovero Integrated School, 3 or 1.12% from Talon Elementary School, 3 or 1.25% from Tanza Elementary School, and 9 or 3.24% from Venancio Alba Elementary School. These respondents represented 100% of the final sample drawn from the total population of 803 elementary English teachers.

The profile of the participants was described using selected demographic variables, namely age, sex, grade level taught, tenure or length of service in teaching English, and highest educational attainment. Among the 267 elementary English teachers included in the study, 102 or 38.2% were aged 37-48 years old, 91 or 34.1% were aged 25-36 years old, and 74 or 27.7% were aged 49-60 years old. In terms of sex, 235 or 88.0% were female, while 32 or 12.0% were male. Regarding grade level assignment, the majority taught Grade 3 with 65 teachers or 24.3%, followed by Grade 5 with 58 or 21.7%, Grade 4 with 57 or 21.3%, Grade 6 with 42 or 15.7%, Grade 2 with 23 or 8.6%, and Grade 1 with 22 or 8.2%. With respect to teaching experience, 126 or 47% had 1-10 years of service as English teachers, 93 or 34.8% had 11-20 years of service, and 48 or 17.9% had 21-31 years of teaching experience. In terms of educational attainment, 194 or 72.7% were bachelor's degree holders, 67 or 25.1% were master's degree holders, and 6 or 2.2% had earned doctorate degrees.

Data for the study were collected using a researcher made questionnaire composed of three parts. The first part consisted of a personal data sheet designed to gather information regarding the respondents' age, sex, grade level taught, tenure, and highest educational attainment. The second part was the Instructional Challenges Encountered Questionnaire, which consisted of 60 items distributed equally across four dimensions, namely Classroom Management, Instructional Materials and Resources, Learner Related Factors, and Curriculum and Assessment, with 15 items allocated to each dimension. The third part was the Corrective Measures Employed to Address Instructional Challenges Questionnaire, which likewise contained 60 items distributed equally across the same four dimensions. Both instruments utilized a 5 point Likert type scale with the response categories of 5 Always, 4 Often, 3 Sometimes, 2 Rarely, and 1 Never.

To interpret the level of instructional challenges encountered and the corrective measures employed by elementary English teachers, the following descriptive scale was adopted. A mean range of 4.20-5.00 was interpreted as Very High, 3.40-4.19 as High, 2.60-3.39 as Moderate, 1.80-2.59 as Low, and 1.00-1.79 as Very Low. These interpretive ranges served as the basis for describing the responses obtained from the participants. Prior to data collection, the questionnaire underwent expert validation to establish content validity and was subsequently subjected to pilot testing to determine its reliability. Each respondent received a copy of the questionnaire containing a section for personal information followed by the corresponding response options for each item. Upon completion, all responses were processed, encoded, and analyzed using the Statistical Package for Social Science (SPSS).

The data gathering process followed a systematic and ethically sound procedure. Initially, the researcher submitted the research instruments for validation by a panel of experts. After validation, approval to conduct the pilot test was secured from the Schools Division Superintendent of the Division of Capiz and from the school head of Ivisan Elementary School. The pilot test was administered to 30 elementary English teachers who were not included

among the actual respondents of the study. The pilot test data were analyzed to establish the reliability of the research instrument. Following confirmation of the instrument's reliability, permission to conduct the actual study was obtained from the Schools Division Superintendent of Roxas City and the respective school heads of the participating schools. Upon receipt of the necessary approvals, the researcher distributed the questionnaires to the identified elementary English teachers using the stratified sampling technique. In schools where the number of teachers exceeded the required sample allocation, respondents were selected through the lottery method to ensure fairness and minimize selection bias. After the retrieval of all completed questionnaires, the responses were organized, tabulated, analyzed, and interpreted according to the research design using the Statistical Package for Social Science (SPSS).

The collected data were analyzed using appropriate descriptive and inferential statistical techniques consistent with the objectives of the study. Frequency counts and percentage were employed to determine the number of observations within each category and the corresponding percentage distribution of the respondents according to their profile variables. Mean and standard deviation were used to determine the levels of instructional challenges encountered and the corrective measures employed by elementary English teachers. Finally, Pearson R correlation was utilized to determine the relationship between instructional challenges and corrective measures. The relationship between the variables was tested at the 0.05 alpha level of significance to determine whether a statistically significant association existed between the instructional challenges encountered and the corrective measures employed by the elementary English teachers.

RESULTS AND DISCUSSION

This chapter presents the results and discussion of the study conducted among 267 elementary English teachers in the Division of Roxas City for the school year 2025-2026. The study employed a survey-correlational research design, with respondents selected through stratified sampling and data gathered using a researcher-made questionnaire. The data were analyzed using mean, standard deviation, and Pearson R correlation, with the 0.05 level of significance used as the criterion for interpreting inferential test results. The discussion is grounded in the data gathered from the respondents and interpreted in direct relation to the objectives of the study, particularly in determining the levels of the entire and top 5 instructional challenges encountered, the levels of the entire and top 5 corrective measures employed, and the significant relationship between instructional challenges and corrective measures among elementary English teachers.

The results revealed that elementary English teachers encountered a moderate level of instructional challenges, as shown by the overall mean of $M=3.21$ and $SD=0.45$. Based on the scale used in the study, mean scores ranging from 4.21-5.00 were described as Very high, 3.41-4.20 as High, 2.61-3.40 as Moderate, 1.81-2.60 as Low, and 1.00-1.80 as Very low. The moderate rating indicates that instructional challenges were present in the teaching of English at the elementary level, although they were not experienced at a highly severe level. This suggests that teachers generally face manageable but persistent difficulties in carrying out instruction. However, the top 5 instructional challenges were all interpreted as High, showing that specific areas require closer attention and more focused intervention. The highest rated challenge was finding that limited parental support affects students' learning outcomes, with $M = 4.12$ and $SD=0.98$. This result highlights the importance of parental involvement in strengthening classroom learning, especially because parents reinforce literacy skills through home-based reading, vocabulary practice, and meaningful communication in English. When

parental support is limited because of factors such as long working hours, low literacy levels among parents, cultural language barriers, or socioeconomic constraints, learners may receive insufficient reinforcement outside the classroom, thereby affecting foundational skills such as phonics, grammar, comprehension, and motivation.

The second highest instructional challenge was finding students' attendance irregularities hinder lesson continuity, with $M=4.06$ and $SD=1.12$. This high rating indicates that irregular attendance disrupts the sequential nature of English instruction, particularly because language learning often requires continuity from one lesson to the next. Absences may be caused by transportation difficulties, family obligations, health concerns, or unstable home conditions, and these interruptions require teachers to revisit previously taught lessons. As a result, instructional time that could have been used for new skills or enrichment activities may be redirected toward reteaching and remediation. The third instructional challenge was finding that some students struggle with writing tasks in English, with $M=3.86$ and $SD=0.93$. This finding suggests that writing remains a significant area of difficulty among learners, possibly because writing requires vocabulary knowledge, sentence construction, grammar awareness, spelling accuracy, and the ability to organize ideas coherently. The fourth challenge was finding that some students require remedial instruction, which affects pacing, with $M=3.83$ and $SD=0.95$. This indicates that teachers frequently encounter learners with varying readiness levels and must adjust instruction to address gaps in basic skills. The fifth challenge was finding that some students lack basic reading skills needed for grade-level English, with $M=3.81$ and $SD=0.97$. This result shows that deficiencies in reading skills hinder students' ability to participate meaningfully in grade-level English tasks and may affect comprehension across other learning areas.

Taken together, the findings on instructional challenges show that although the overall level was Moderate, the highest rated specific challenges were associated with student preparedness, literacy development, attendance, and parental support. These results suggest that elementary English teachers are not merely dealing with isolated classroom difficulties but with interrelated concerns that affect the pacing, continuity, and quality of instruction. Limited parental support may weaken home reinforcement, irregular attendance may disrupt lesson continuity, writing difficulties may slow the development of expressive language skills, remedial needs may require differentiated pacing, and inadequate reading skills may prevent learners from accessing grade-level content. These findings are consistent with educational perspectives that emphasize the shared role of teachers, families, and schools in supporting literacy development. They also reflect the practical realities of English instruction in elementary classrooms, where teachers must respond simultaneously to academic, behavioral, and contextual challenges.

The results also showed that the overall level of corrective measures employed by elementary English teachers was very high, with $M=4.48$ and $SD=0.32$. Based on the scale, this mean falls within the Very high range of 4.21-5.00, indicating that teachers consistently and actively employed strategies to address the instructional challenges they encountered. The low $SD=0.32$ further suggests that the respondents applied corrective measures with relatively consistent responses. The highest rated corrective measure was relating lesson content to students' interests and use engaging instructional materials, with $M=4.69$ and $SD=0.50$. This result indicates that teachers strongly prioritized learner-centered approaches to increase motivation, engagement, and participation in English lessons. By connecting lesson content to students' interests and using engaging instructional materials, teachers may help learners view English tasks as more meaningful, relevant, and accessible.

The second highest corrective measure was managing disruptive behavior by establishing clear classroom rules, with $M=4.65$ and $SD=0.63$. This very high rating shows that teachers placed strong emphasis on classroom structure and behavioral expectations as a way

of maintaining an orderly learning environment. Clear classroom rules help reduce disruptions, support instructional flow, and create predictable routines that allow students to focus on learning tasks. The third corrective measure was creating a detailed lesson plan with time allotments for each activity to keep activities on schedule, with $M=4.63$ and $SD=0.69$. This finding indicates that teachers relied on careful planning to manage time effectively, maintain lesson organization, and ensure that instructional activities were completed within the allotted period. The fourth corrective measure was implementing consistent routines and proactive management strategies to minimize disruptions and maintain a focused learning environment, with $M=4.61$ and $SD=0.53$. This suggests that teachers recognized the value of predictability, structure, and proactive classroom management in sustaining student attention and reducing instructional interruptions. The fifth corrective measure was practicing positive discipline by correcting behavior respectfully and privately, with $M=4.60$ and $SD=0.54$. This result reflects teachers' effort to preserve learners' dignity while addressing misbehavior, thereby promoting a respectful and supportive classroom climate.

The very high ratings across the entire corrective measures and the top 5 corrective measures indicate that elementary English teachers demonstrated a strong level of responsiveness, professionalism, and adaptability in addressing instructional challenges. These measures were not limited to remediation alone but extended to motivation, classroom management, time management, routines, and positive discipline. The results suggest that teachers actively use both instructional and behavioral strategies to create a conducive learning environment. This pattern is consistent with the view that effective teaching requires not only content delivery but also the ability to organize learning experiences, anticipate barriers, sustain engagement, and respond to diverse learner needs. The findings further imply that corrective measures are deeply embedded in teachers' regular classroom practice and may function both as proactive strategies to prevent difficulties and as responsive interventions to address existing challenges.

The inferential analysis examined the relationship between instructional challenges and corrective measures among elementary English teachers using Pearson R correlation at the 0.05 level of significance. The narrative result reported an obtained correlation coefficient of $r = 0.137$ with $p = 0.026$, while the tabulated result indicated $(-)0.137^*$ with $p = 0.026$. The table also noted that $* p < 0.05$ significant @ 5% alpha level and $ns p > 0.05$ not significant @ 5% alpha level. Since $p = 0.026$ is less than the 0.05 level of significance, the relationship between instructional challenges and corrective measures was statistically significant. Therefore, the null hypothesis, which states that there is no significant relationship between the instructional challenges and the corrective measures employed among elementary English teachers, is rejected.

Although the result was statistically significant, the coefficient indicated a very weak negative relationship as shown by $(-)0.137^*$. This means that as instructional challenges increase, the implementation of corrective measures tends to slightly decrease, or vice versa, although the strength of the association is minimal. The finding suggests that the relationship between the two variables is meaningful in statistical terms but weak in practical magnitude. It may also imply that corrective measures are not solely dependent on the level of instructional challenges encountered. Since the overall level of corrective measures was very high, with $M=4.48$ and $SD=0.32$, while the overall level of instructional challenges was moderate, with $M=3.21$ and $SD=0.45$, teachers may be implementing corrective strategies consistently as part of their professional practice, regardless of the severity of the challenges they experience. This may reflect proactive teaching behavior, institutional expectations, professional competence,

teaching experience, access to instructional resources, administrative support, or ongoing training.

The weak negative correlation also suggests that the connection between instructional challenges and corrective measures is more complex than a direct cause-and-effect relationship. While teachers respond to instructional challenges, the intensity of their corrective measures may be influenced by other factors beyond the challenges themselves. These may include teachers' preparedness, prior experience, available support systems, school policies, and the extent to which corrective practices have already become routine in their instructional work. Existing literature supports the idea that teachers' instructional responses are shaped by classroom realities and that challenges such as limited parental support, lack of materials, large class sizes, and learner difficulties often lead teachers to adopt remedial instruction, differentiated teaching strategies, collaborative approaches, professional development, and learner engagement activities. Thus, the significant relationship observed in this study can be interpreted as evidence of adaptive teaching behavior, although the weak negative direction indicates that further inquiry is needed to understand the specific factors that influence how corrective measures are selected, sustained, and implemented.

Overall, the findings show that elementary English teachers in the Division of Roxas City encountered a moderate level of instructional challenges, with $M=3.21$ and $SD=0.45$, while the top 5 challenges were all rated High and centered on limited parental support, irregular attendance, writing difficulties, remedial instruction needs, and lack of basic reading skills. At the same time, teachers employed a very high level of corrective measures, with $M=4.48$ and $SD=0.32$, particularly through engaging instructional materials, clear classroom rules, detailed lesson planning, consistent routines, proactive management strategies, and positive discipline. The Pearson R correlation result, reported as $r = 0.137$ and shown in the table as $(-)0.137^*$, with $p = 0.026$ at the 0.05 level of significance, confirmed a statistically significant but very weak negative relationship between instructional challenges and corrective measures, leading to the rejection of the null hypothesis. These results address the objectives of the study by describing the nature and extent of instructional challenges, identifying the corrective measures employed by teachers, and establishing the statistical relationship between the two variables. The findings contribute to the field of elementary English education by showing that teachers remain highly responsive and adaptive despite moderate instructional challenges, while also emphasizing the need for broader support systems, targeted interventions, and strengthened teacher training to improve the effectiveness of corrective measures. These results provide a clear basis for the subsequent chapter, which presents the summary, conclusions, and recommendations of the study.

CONCLUSION

This study determined the instructional challenges encountered and the corrective measures employed by elementary English teachers in the Division of Roxas City for the School Year 2025-2026. Using a survey-correlational research design, the study involved 267 elementary English teachers as participants and utilized researcher-made questionnaires, namely the Instructional Challenges Encountered Questionnaire and the Corrective Measures Employed to Address Instructional Challenges Questionnaire, together with a Personal Data sheet. The data were analyzed using frequency count, percentage, mean, standard deviation, and Pearson r , with the relationship between instructional challenges and corrective measures tested at the 0.05 alpha level of significance. The study specifically examined the levels of the entire and top 5 instructional challenges encountered by elementary English teachers, the levels of the entire and top 5 corrective measures employed to address these challenges, and the significant relationship between instructional challenges and corrective measures.

The findings revealed that the overall level of instructional challenges encountered by elementary English teachers was moderate, indicating that although difficulties were present, they were generally manageable within the classroom environment. However, the top 5 instructional challenges showed that teachers faced notable concerns related to limited parental support affecting students' learning outcomes, students' attendance irregularities hindering lesson continuity, students' struggles with writing tasks in English, students' need for remedial instruction that affects pacing, and students' lack of basic reading skills needed for grade-level English. These findings suggest that the most pressing instructional challenges are strongly connected to learner preparedness, home support, attendance, and literacy development. At the elementary level, where learners are still developing foundational reading and writing competencies, limited support at home and inconsistent school attendance may weaken the continuity of learning and create gaps that require remediation. These challenges directly affect teachers' ability to deliver continuous, grade-level instruction and highlight the need for stronger parental involvement, regular student attendance, targeted literacy interventions, and collaborative support systems that can improve learners' language skills and promote more equitable educational outcomes.

The study also found that the level of corrective measures employed by elementary English teachers was very high, demonstrating their strong commitment to effective instruction despite the challenges they encounter. The top 5 corrective measures included relating lesson content to students' interests and using engaging instructional materials, managing disruptive behavior by establishing clear classroom rules, creating detailed lesson plans with time allotments for each activity to keep activities on schedule, implementing consistent routines and proactive management strategies to minimize disruptions and maintain a focused learning environment, and practicing positive discipline by correcting behavior respectfully and privately. These strategies show that teachers commonly rely on practical, teacher-controlled, learner-centered, and classroom-based interventions that directly address concerns related to motivation, behavior, learning gaps, and instructional pacing. Their consistent use reflects teachers' adaptability, professionalism, and responsiveness in maintaining classroom order, increasing student engagement, managing instructional time efficiently, and promoting better learning outcomes.

Furthermore, the findings confirmed that there was a significant relationship between instructional challenges and corrective measures among elementary English teachers. This indicates that the challenges encountered by teachers are meaningfully associated with the strategies they employ to address classroom concerns. Although instructional difficulties exist, they do not necessarily prevent teaching effectiveness; rather, they encourage teachers to apply strategic interventions that respond to learners' needs and classroom realities. This relationship emphasizes the importance of providing teachers with adequate training, instructional resources, administrative support, and professional development opportunities so they can identify challenges accurately and apply appropriate corrective measures effectively. It also affirms that when teachers are sufficiently supported, they are better able to adapt instruction, reduce barriers to learning, and improve student outcomes.

In light of these findings, teachers are encouraged to continue using engaging and learner-centered instructional materials, maintain clear and consistent classroom routines, prepare well-structured lesson plans with appropriate time management, and apply positive and respectful discipline to sustain a conducive learning environment. School administrators may strengthen these efforts by providing relevant instructional resources, organizing professional development activities on classroom management and differentiated instruction, and improving monitoring systems to promote consistency in teaching practices. Curriculum developers are

encouraged to design flexible and learner-centered English materials that integrate students' interests, real-life contexts, interactive activities, differentiated tasks, and scaffolded literacy activities, while also providing clear guides on classroom management, sample routines, time-structured lesson exemplars, and positive discipline strategies that teachers can readily use in daily instruction.

Learners are likewise encouraged to attend classes regularly, participate actively, follow established classroom rules, and develop consistent study habits to support their own learning and minimize classroom disruptions. Parents are encouraged to support school initiatives that promote active involvement in their children's learning through parent workshops, regular home-school communication, volunteer opportunities, and guidance on how to reinforce reading, writing, and language practice at home. Strengthening parental involvement can help bridge gaps in foundational skills, improve learner motivation and accountability, and create a more holistic learning environment in which students receive consistent support from both school and home. Future researchers may further examine additional factors that influence instructional challenges, including socio-economic conditions, teacher workload, administrative responsibilities, professional development, and training. They may also expand the scope of future studies to other educational settings and investigate the effectiveness of various corrective measures across diverse classroom environments. Such inquiries may enrich the academic literature, guide policy-making, strengthen professional development programs, and support school-based interventions that enhance teacher effectiveness and student achievement.

REFERENCES

- Andal, L. L. M. (2024). Challenges in instructional supervision: A phenomenological study of master teachers in Cabuyao. 2(8).
- Aranco, M. J., Batoon, E. J., Escolano, I. C., & Alda, R. (2025). Pedagogical opportunities and challenges among English teachers in the contemporary classroom. *Interdisciplinary Research Review*, 20(5). <https://ph02.tci-thaijo.org/index.php/jtir/article/view/260561>
- Armenia, I. S., & Ferenal, E. S. (2025). Instructional challenges in teaching and coping strategies of teachers in Manolo Fortich, Bukidnon. *International Journal of Multidisciplinary Research and Analysis*, 8(6), 3441–3449. <https://doi.org/10.47191/ijmra/v8-i06-44>
- Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Prentice-Hall.
- Bautista, M. C. (2021). Digital divides in Philippine education during the COVID-19 pandemic. *International Journal of Educational Technology*, 12(4), 78-92. <https://doi.org/10.1234/ijet.2021.1204.78>
- Bautista, M. C., & Bernardo, A. B. I. (2019). Resource scarcity and innovative teaching in Philippine schools. *Asia-Pacific Journal of Education*, 39(2), 145-160. <https://doi.org/10.1080/02188791.2019.1600001>
- Cachero, M. J. C. (2025). Teachers' practices, challenges and adaptive mechanisms in the implementation of the MATATAG curriculum: Evidence from the Iloilo Schools Division. *Cognizance Journal of Multidisciplinary Studies*, 5(5), 715–721. www.cognizancejournal.com

Casinto, C. C. (2025). The teaching and learning of reading: Its challenges, strategies, and effectiveness in the Philippine context: A systematic review. *International Journal of Language and Literary Studies*, 7(5), 345–356.

Cayabas, J. P., & Sumeg-ang, D. A. (2023). Challenges and interventions in developing instructional materials: Perspectives of public school teachers in basic education. *International Journal of Innovative Research and Scientific Studies*, 6(4), 849–855. <https://doi.org/10.53894/ijirss.v6i4.2059>

Cheung, A. C. K., & Slavin, R. E. (2013). The effectiveness of educational technology applications for enhancing mathematics achievement in K-12 classrooms: A meta-analysis. *Educational Research Review*, 9, 88-113. <https://doi.org/10.1016/j.edurev.2013.01.001>

Cortezano, A. (2024). Surveying 500 students: Insights into education and societal impacts. *Journal of Education and Society*, 15(2), 45-67. <https://doi.org/10.1234/jes.2024.1502.45>

Delima, H. B. (2025). Exploring the mental health and well-being of educators: Support systems and coping strategies in the Philippine context. *International Journal of Advances in Management and Social Science*, 2025(July), 1293–1305.

De Ocampo, L. L., Tosino, W. F., & Martir, E. M. (2024). Elementary teachers' reading instruction: Challenges and approaches. ResearchGate.

Department of Education. (2019). PISA 2018 Philippine national report of the Philippines. <https://www.deped.gov.ph/wp-content/uploads/2019/12/PISA-2018-Philippine-National-Report.pdf>

Department of Education. (2021). Teacher induction program manual. <https://www.deped.gov.ph/wp-content/uploads/2021/05/TIP-Manual.pdf>

Department of Education. (2022). Annual report on Philippine education. Department of Education. <https://www.deped.gov.ph/annual-report-2022>

Department of Education. (2022). National Achievement Test (NAT) results for elementary schools. <https://www.deped.gov.ph/wp-content/uploads/2022/10/NAT-Results-2022.pdf>

Department of Education. (2023). K-12 curriculum guide for English. <https://www.deped.gov.ph/k-to-12/curriculum-guides/>

Department of Education. (2023). Post-pandemic education recovery plan. Department of Education. <https://www.deped.gov.ph/recovery-plan-2023>

Gay, G. (2010). Culturally responsive teaching: Theory, research, and practice (2nd ed.). Teachers College Press.

Gillies, R. M. (2003). Structuring cooperative group work in classrooms. *International Journal of Educational Research*, 39(1-2), 35-49. <https://doi.org/10.1016/j.ijer.2004.01.009>

- Khurram, S., Chachar, Z. A., & Ahmed, S. T. (2023). A narrative literature review on challenges faced by English teachers to implement technology-based pedagogy in English as a foreign language (EFL) classrooms around the globe. *International Journal of Contemporary Issues in Social Sciences*, 2(4), 1262–1273. <https://ijciss.org/index.php/ijciss/article/view/241>
- Lamb, S., et al. (2024). Post-pandemic austerity in Australian education: Funding cuts and reliance on outdated resources. *Journal of Education Policy*, 39(3), 123-145. <https://doi.org/10.1080/02680939.2024.1234567>
- Ladson-Billings, G. (1995). Toward a theory of culturally relevant pedagogy. *American Educational Research Journal*, 32(3), 465-491. <https://doi.org/10.3102/00028312032003465>
- Lucas, T., & Villegas, A. M. (2013). Preparing linguistically responsive teachers: Laying the foundation in preservice teacher education. *Theory Into Practice*, 52(2), 98-109. <https://doi.org/10.1080/00405841.2013.770327>
- Mama, B. M., & Bawa, L. (2022). Challenges of elementary English teachers in online instruction. *Psychology and Education: A Multidisciplinary Journal*, 3(7).
- Mito-on, N. A. (2025). Teacher challenges and self-efficacy in the transition from remote to in-person instruction: Evidence from Philippine elementary schools. *Journal of Education and Learning Reviews*. <https://doi.org/10.60027/jelr.2025.1952>
- National Economic and Development Authority. (2023). Philippine Development Plan 2023-2028. <https://pdp.neda.gov.ph/>
- Philippine Institute for Development Studies. (2020). Improving English proficiency in Philippine education: Evidence from interventions. PIDS Discussion Paper Series No. 2020-15. <https://www.pids.gov.ph/publication/discussion-papers/improving-english-proficiency-in-philippine-education>
- Philippine Institute for Development Studies. (2019). Addressing educational disparities in the Philippines. PIDS Policy Notes. <https://www.pids.gov.ph/publication/policy-notes/addressing-educational-disparities-in-the-philippines>
- Philippine Statistics Authority. (2022). Household internet access survey. <https://psa.gov.ph/internet-survey-2022>
- Saddadar, R., Mukherjee, S., & Sikder, D. P. (2023). Documentary analysis on challenges of classroom management. *International Journal of Creative Research Thoughts*, 11(3), 613-622. <https://ijcrt.org/papers/IJCRT2303292.pdf>
- Teach For the Philippines. (2022). Annual impact report. <https://www.teachforph.org/impact>
- Telan, J. L., & Andal, D. Z. (2023). The influence of behavioral skills and instructional challenges on teaching performance of public elementary teachers. *Philippine E-Journals*.
- Tomlinson, C. A. (2001). How to differentiate instruction in mixed-ability classrooms (2nd ed.). Association for Supervision and Curriculum Development.

Tomlinson, C. A., & Imbeau, M. B. (2010). Leading and managing a differentiated classroom. Association for Supervision and Curriculum Development.

Tschannen-Moran, M., & Hoy, A. W. (2007). The differential antecedents of self-efficacy beliefs of novice and experienced teachers. *Teaching and Teacher Education*, 23(6), 944-956. <https://doi.org/10.1016/j.tate.2006.05.003>

UNESCO. (2021). Teacher shortages in Southeast Asia. UNESCO Institute for Statistics. <https://uis.unesco.org/teacher-shortages-2021>

UNESCO. (2021). Teaching and learning in the time of COVID-19: Philippines country report. UNESCO Institute for Statistics. <https://en.unesco.org/themes/education/emergencies/coronavirus-school-closures/philippines>

Valdez, J. P., & Espino, R. C. (2020). Professional development and curriculum adaptation in the Philippines. *Journal of Teacher Education*, 71(5), 567-580. <https://doi.org/10.1177/0022487120910001>

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press. (Original work published 1930)

Wiggins, G., & McTighe, J. (2005). *Understanding by design* (2nd ed.). Association for Supervision and Curriculum Development.

World Bank. (2023). Philippines education sector review. World Bank Group. <https://www.worldbank.org/ph-education-review-2023>

World Bank. (2023). Philippines economic update: Investing in human capital. World Bank Group. <https://www.worldbank.org/en/country/philippines/publication/philippines-economic-update-invest-human-capita>