

TEACHING PRACTICES AND FOUNDATIONAL SKILL LEVELS OF GRADE 3 LEARNERS: BASES FOR AN ENHANCED INSTRUCTIONAL PROGRAM

Mary Ann Delos Reyes Marcellana

Inhobol Elementary School, Masinloc, Zambales, Philippines

Mondriaan Aura College, Subic Bay Freeport Zone, Philippines

<https://doi.org/10.54922/IJEHSS.2025.0918>

ABSTRACT

Teaching practices play a crucial role in shaping the foundational skills of learners. This study focused on assessing the teaching practices of Grade 3 teachers and their correlation to the foundational skill levels of learners in language, reading, numeracy, and writing in Masinloc District, Schools Division of Zambales. This study determined the teaching practices and foundational skill levels of Grade 3 learners in 12 selected public elementary schools in Masinloc District, Schools Division of Zambales, during the School Year 2024-2025. The research employed a quantitative-descriptive design, involving 122 primary grade teachers and 288 Grade 3 learners through total population sampling, using a validated research instrument. The study revealed that most teachers were female, aged 20-39, holding Teacher III positions and Master's degrees, with limited years of service. Teachers and learners both rated teaching practices and foundational skills as moderately demonstrated across all dimensions. No significant correlation was found between teaching practices and teacher demographics. However, a significant difference was observed between teachers' and learners' perceptions of teaching practices, with a weak, non-significant positive correlation between teaching practices and learners' foundational skill levels. The findings highlight the need for enhanced teaching strategies to improve foundational skill levels. An enhanced instructional program was developed to address these gaps, focusing on improving teaching practices and foundational skills of Grade 3 learners. This study offers valuable insights into teaching practices and their impact on foundational skill development, providing a basis for targeted interventions to enhance instructional strategies in primary education.

Keywords: Teaching Practices, Foundational Skills, Primary Grade Teachers, Grade 3 Learners, Enhanced Instructional Program.

1. INTRODUCTION

Effective teaching practices are crucial in shaping the foundational skill levels of Grade 3 learners, which are essential for their academic success and overall development. These practices offer valuable insights into the effectiveness of instructional strategies and resource utilization in the classroom. By understanding these, teachers can identify areas for improvement and develop targeted instructional programs to enhance learning outcomes. This study seeks to explore the teaching practices to inform the development of an enhanced instructional program that supports the foundational skill levels of young learners.

In synthesis, effective teaching practices are crucial in shaping the foundational skill levels of Grade 3 learners, which are essential for their academic success and overall development. These practices offer valuable insights into the effectiveness of instructional strategies and resource utilization in the classroom. By understanding these perceptions, teachers can identify areas for

improvement and develop targeted instructional programs to enhance learning outcomes. This study seeks to explore these perceptions to inform the development of an enhanced instructional program that supports the foundational skill levels of young learners. The Teach Primary framework, developed by the World Bank and revised in 2021, provides a vital tool for assessing the quality of teaching practices and the influence of the learning environment on instructional effectiveness (Carter et al., 2024; Canonizado, 2024). This framework underscores the importance of contextualizing teaching quality and adapting instruments to various educational settings, thus offering a comprehensive perspective on effective teaching practices.

Further exploration of related studies reveals that gaps in teachers' knowledge and application of foundational skills significantly impact instructional effectiveness. Research by Ukumo and Berlie (2024) highlights deficiencies in the use of foundational reading strategies among Ethiopian primary school teachers, while Segui et al. (2024) illustrate variations in teachers' abilities to mobilize knowledge depending on instructional tasks. Guo et al. (2024) and Canonizado (2024) also reveal inconsistencies between self-rated and instructor-rated competencies in integrating Sustainable Development Goals (SDGs) into teaching. These findings emphasize the need for targeted professional development and contextualized instructional tools to enhance teaching practices. Additionally, studies by ElSayary (2023) and Phulpoto et al. (2024) on the integration of ICT and digital tools in education underscore the challenges and opportunities presented by technological advancements. Effective teacher preparation and ongoing professional development are crucial to adapting to these changes and improving teaching practices, as supported by Barbour and Hodges (2024) and Fitriati et al. (2023). Collectively, these studies provide a comprehensive view of the factors influencing teaching practices and underscore the importance of continuous support for teachers to foster foundational skills in Grade 3 learners.

Despite extensive research highlighted the importance of effective teaching practices and foundational skills in primary education, there remained a notable research gap in understanding how these practices translated into real-world instructional improvements. While frameworks like Teach Primary and studies on phonological awareness, numeracy, and writing skills provided valuable insights, there was a lack of comprehensive analysis on how teachers' views on their teaching practices and resource utilization impacted their instructional strategies and learners' foundational skills. Furthermore, the integration of modern technological tools and the evolving needs of diverse educational contexts necessitated targeted studies to bridge these gaps. Addressing this gap was crucial for developing an enhanced instructional program that accurately reflected teachers' experiences and effectively supported the foundational skill levels of Grade 3 learners.

2. STATEMENT OF THE PROBLEM

This study determined the teaching practices and foundational skill levels of Grade 3 learners in Masinloc District, Schools Division of Zambales during the School Year 2024-2025.

Specifically, it aimed to answer these questions:

1. How may the profile of the teachers be described in terms of:
 - 1.1. age;
 - 1.2. sex;
 - 1.3. grade assignment;
 - 1.4. teaching position;
 - 1.5. length of service; and

- 1.6. highest educational attainment?
2. How may the teaching practices of the teachers be described in terms of:
 - 2.1. utilizing teaching resources;
 - 2.2. employing teaching strategies;
 - 2.3. managing classroom discipline; and
 - 2.4. providing feedback?
3. As perceived by learners, how may the teaching practices of their teachers be described in terms of:
 - 3.1. utilizing teaching resources;
 - 3.2. employing teaching strategies;
 - 3.3. managing classroom discipline; and
 - 3.4. providing feedback?
4. How may the foundational skill levels of the Grade 3 learners be described in terms of:
 - 4.1. language skills;
 - 4.2. reading skills;
 - 4.3. numeracy skills; and
 - 4.4. writing skills?
5. Is there a significant difference between the perceived teaching practices of teachers and their profile when grouped accordingly?
6. Is there a significant difference between the perceived teaching practices as assessed by teachers and learners?
7. Is there a significant correlation between the perceived teaching practices of teachers and foundational skill levels of the Grade 3 learners?
8. What enhancement program for instruction can be proposed to improve the teachers' teaching practices and foundational skill levels of Grade 3 learners?

3. METHODS AND MATERIALS

This study determined the teaching practices and foundational skill levels of Grade 3 learners in Masinloc District, Schools Division of Zambales during the School Year 2024-2025. A descriptive-correlational research design was employed, with data collected, classified, summarized, and analyzed using percentages and means. The study involved 122 primary grade teachers and 288 Grade 3 learners came from a district, utilizing total population sampling to involve all elementary teachers and simple random sampling to involve a portion of the Grade 3 learners. A researcher-designed questionnaire served as the primary data collection tool, targeting dimensions of the teaching practices and foundational skill levels of Grade 3 learners. The instrument demonstrated excellent reliability, as confirmed by Cronbach's Alpha values for teaching practices of teachers ($\alpha = 0.93$), teaching practices as perceived by learners ($\alpha = 0.94$), and foundational skill levels of learners ($\alpha = 0.93$). Statistical analyses, including the Kruskal-Wallis Test, Mann Whitney U Test, and Spearman Rho Correlation, were used to test the study's hypotheses.

4. RESULTS AND DISCUSSIONS

4.1. Profile of Teachers

4.1.1. Age**Table 1***Profile of the Teachers in terms of Age*

Age	Frequency	Percentage
60 years old and above	8	2.78
50-59 years old	17	5.90
40-49 years old	27	9.38
30-39 years old	35	12.15
20-29 years old	35	12.15

As shown in Table 1, the profile of the teachers in terms of age. As reflected in the table, 2.78% of the teachers were in the 60 years old and above bracket, 5.90% were in the 50-59 years old bracket, 9.38% were in the 40-49 years old bracket, and 12.15% were in the 30-39 years old and 20-29 years old brackets.

This implied that the majority of the teachers were relatively young, with a significant portion of them falling within the age brackets of 20-39 years old. The smaller percentages of teachers in the 40-49, 50-59, and 60 years old and above categories suggest that the teaching workforce is predominantly composed of younger individuals, which may influence their teaching approaches, adaptability to new technologies, and engagement with professional development opportunities. Consequently, this demographic distribution can have implications for school programs and policies tailored to address the needs and capabilities of both younger and older teachers in the education system.

A closer examination of the age profile of the teacher-respondents in the present study revealed that the majority were within the 20-29 and 30-39 age brackets. These findings align with previous studies by Glastra and De Brabander (2021) indicating that younger teachers tend to be more active in research participation and professional development activities. Similar studies have found that teachers in these age groups often exhibit greater adaptability to new teaching strategies and technological integration, which could contribute to their involvement in enhancing instructional practices.

4.1.2. Sex**Table 2***Profile of the Teachers in terms of Sex*

Sex	Frequency	Percentage
Male	11	3.82
Female	111	38.54

As shown in Table 2, the profile of the teachers in terms of sex. As reflected in the table, 3.82% of the teachers were males and 38.54% were females.

This implied that the teaching profession in the context of this study is predominantly female, with a significant majority of the teachers being women. The small percentage of male teachers suggests a gender imbalance in the workforce, which may reflect broader trends in the teaching profession, particularly in certain educational levels or regions. This gender disparity could influence the dynamics of the school environment, including teaching styles, interactions with learners, and the implementation of gender-sensitive policies in education. Consequently, it

may be important to explore strategies to encourage more gender diversity in the teaching profession.

Regarding sex, the present study shows that the majority of respondents were female, consistent with prior research by Kundu (2022) highlighting the dominance of women in the teaching profession, especially in primary and elementary education. This gender trend has been widely reported in previous studies, where female teachers are often perceived as more nurturing and supportive in early childhood education, potentially influencing learners' academic and social development.

4.1.3. Grade Assignment

Table 3

Profile of the Teachers in terms of Grade Assignment

Grade Level	Frequency	Percentage
Grade 3	51	17.71
Grade 2	29	10.07
Grade 1	27	9.38
Kindergarten	15	5.21

As shown in Table 3, the profile of the teachers in terms of grade assignment. As reflected in the table, 17.71% of the teachers were handling Grade 3 learners, 10.07% of the teachers were handling Grade 2 learners, 9.38% of the teachers were handling Grade 1 learners, and 5.21% of the teachers were handling kindergarten learners.

This implied that a significant portion of the teachers were assigned to handle Grade 3 learners, indicating a heavier concentration of teaching personnel in the higher primary grade levels. The lower percentages of teachers handling Grade 1 and kindergarten learners suggest that fewer teachers are involved in the foundational stages of early childhood education. This distribution could impact the focus and resource allocation in these early grades, where foundational skills in literacy and numeracy are developed. Consequently, it may be beneficial to assess the balance of teacher assignments across grade levels to ensure that early education is adequately supported.

In terms of grade assignment, most of the teacher-respondents in the current study were handling Grade 3 classes. This mirrors findings from earlier research by Gonzalez-Moreira et al (2024) that underscore the significance of the early primary years in a child's educational journey. Previous studies emphasize the critical role that teachers play in foundational literacy and numeracy instruction during this stage, which directly impacts learners' future academic success. Teachers handling Grade 3 have often been reported to utilize diverse strategies to build upon the foundational skills introduced in the earlier grades.

4.1.4. Teaching Position

Table 4

Profile of the Teachers in terms of Teaching Position

Teaching Position	Frequency	Percentage
Master Teacher II	8	2.78
Master Teacher I	13	4.51
Teacher III	41	14.24

Teacher II	23	7.99
Teacher I	25	8.68
Contractual Teacher	12	4.17

As shown in Table 4, the profile of the teachers in terms of teaching position. As reflected in the table, 2.78% of the teachers were Master Teacher II, 4.51% were Master Teacher I, 14.24% were Teacher III, 7.99% were Teacher II, 8.68% were Teacher I, and 4.17% were contractual teachers.

This implied that the majority of the teachers held regular teaching positions, with a notable concentration in the Teacher III rank, followed by Teacher I and Teacher II positions. The relatively small percentages of Master Teachers I and II suggest that fewer respondents have attained the highest levels of the teaching career ladder. Additionally, the presence of contractual teachers, though minimal, indicates that some teachers are not yet permanently employed. This distribution highlights the potential for professional growth within the teaching ranks and suggests the need for career development opportunities to help more teachers advance to higher positions such as Master Teacher.

The findings also revealed that a significant number of teacher-respondents held the position of Teacher III, which aligns with earlier studies by Wiens and Beck (2022) suggesting that teachers in higher teaching positions tend to demonstrate stronger instructional practices and leadership within their schools. Previous research highlights that teachers holding higher positions are often more experienced and better equipped to handle classroom challenges, contributing positively to learners' academic outcomes.

4.1.5. Length of Service

Table 5

Profile of the Teachers in terms of the Length of Service

Length of Service	Frequency	Percentage
40 years and above	1	.35
30-39 years	17	5.90
20-29 years	28	9.72
10-19 years	30	10.42
9 years and below	46	15.97

As shown in Table 5, the profile of the teachers in terms of the length of service. As reflected in the table, .35% of the teachers were in the 40 years and above bracket, 5.90% in the 30-39 years bracket, 9.72% in the 20-29 years bracket, 10.42% in the 10-19 years bracket, and 15.97% in the 9 years and below bracket.

This implied that the majority of the teachers held regular teaching positions, with a notable concentration in the Teacher III rank, followed by Teacher I and Teacher II positions. The relatively small percentages of Master Teachers I and II suggest that fewer respondents have attained the highest levels of the teaching career ladder. Additionally, the presence of contractual teachers, though minimal, indicates that some teachers are not yet permanently employed. This distribution highlights the potential for professional growth within the teaching ranks and suggests the need for career development opportunities to help more teachers advance to higher positions such as Master Teacher.

In terms of the length of service, the majority of respondents in the present study had nine years or less of teaching experience. This finding is consistent with previous studies by Peciuliauskiene et al. (2023) showing that teachers with fewer years of experience tend to be more open to adopting innovative teaching methods and participating in professional development. However, earlier research also suggests that newer teachers may face challenges related to classroom management and curriculum implementation, requiring additional support and mentorship.

4.1.6. Highest Educational Attainment

Table 6

Profile of the Teachers in terms of the Highest Educational Attainment

Length of Service	Frequency	Percentage
EdD/PhD Graduate	1	.35
with EdD/PhD units	16	5.56
MA Graduate	49	17.01
with MA units	28	9.72
Education Graduate	28	9.72

As shown in Table 6, the profile of the teachers in terms of the highest educational attainment. As reflected in the table, .35% of the teachers were EdD/PhD graduates, 5.56% were with EdD/PhD units, 17.01% were MA graduates, and 9.72% were with MA units and education graduates.

This implied that the majority of the teachers had pursued or completed graduate-level education, with a significant portion holding master's degrees or units toward a master's degree. The small percentage of teachers who have completed or are working toward doctoral degrees (EdD/PhD) suggests that while there is a commitment to advanced education, few have reached the highest levels of academic attainment. This distribution reflects a strong emphasis on professional growth and continuing education, which can contribute to improved teaching practices and leadership potential. However, it also highlights an opportunity to encourage more teachers to pursue higher degrees to further enhance their expertise.

Lastly, the highest educational attainment of most teacher-respondents in the current study was a Master's degree. This finding aligns with previous studies by Bhaskar and Dayalan (2021) that highlight the increasing trend of teachers pursuing advanced degrees to enhance their teaching skills and career prospects. Research has shown that teachers with higher educational qualifications tend to have a deeper understanding of pedagogy, content knowledge, and assessment strategies, which positively impacts their instructional effectiveness and learners' learning outcomes.

4.2. Teaching Practices of Teachers

4.2.1. Utilizing Teaching Resources

Table 7

Mean Rating and Interpretations of the Teaching Practices of Teachers as Perceived by Themselves in terms of Utilizing Teaching Resources

Item	Indicators	Mean Rating	Interpretation
1	I use different things to help my learners learn in the classroom.	3.09	Moderately Practiced
2	I pick fun and interesting materials for my learners to learn with.	3.12	Moderately Practiced
3	I use computers and videos to make learning more fun.	3.13	Moderately Practiced
4	I change the materials I use to help everyone learn, even if some learners learn differently.	3.16	Moderately Practiced
5	I use new and helpful tools to improve my learners' learning.	3.17	Moderately Practiced
6	I provide learning tools to keep my learners active in class.	3.05	Moderately Practiced
7	I keep learning tools neat so my learners can use them easily.	3.16	Moderately Practiced
8	I use pictures and drawings to help my learners understand hard ideas.	3.19	Moderately Practiced
9	I work with other teachers to find good materials for my learners to learn with.	3.15	Moderately Practiced
10	I make sure the materials I use in class help my learners learn well.	3.13	Moderately Practiced
General Mean Rating		3.14	Moderately Practiced

As shown in Table 7, the teaching practices of teachers as perceived by themselves in terms of utilizing teaching resources. As reflected in the table, a majority of the teachers had the general mean rating of 3.14 or "Moderately Practiced." It was observed that, "I use pictures and drawings to help my learners understand hard ideas" had the highest mean of 3.19 equivalent to "Moderately Practiced."

This implied that the teachers moderately utilized teaching resources to support their instruction, particularly in using visual aids like pictures and drawings to help learners grasp challenging concepts. While these resources were employed to some extent, the general mean rating of "Moderately Practiced" suggests that there is room for improvement in fully integrating diverse teaching materials into classroom activities. Enhancing the consistent use of various resources could further enrich the learning experience and better support learners' understanding, especially in addressing more complex topics. Consequently, professional development in the effective use of teaching resources might be beneficial.

The analysis conducted in this study indicated that the teacher-respondents moderately utilized teaching resources, achieving a mean score of 3.14. This finding aligns with previous studies by Cayabas Jr, and Sumeg-Ang (2023), which reported that teachers often face challenges in fully utilizing available teaching materials due to factors such as limited access or insufficient time for preparation.

4.2.2. Employing Teaching Strategies**Table 8**

Mean Rating and Interpretations of the Teaching Practices of Teachers as Perceived by Themselves in terms of Employing Teaching Strategies

Item	Indicators	Mean Rating	Interpretation
1	I plan for lessons with different methods to help my learners learn.	3.13	Moderately Practiced
2	I ask questions to help my learners think more clearly.	3.12	Moderately Practiced
3	I teach in different ways to match how each learner learns best.	3.15	Moderately Practiced
4	I give activities that involve using hands to make learning more fun.	3.23	Moderately Practiced
5	I adjust my teaching methods when a learner needs extra help.	3.16	Moderately Practiced
6	I let learners work in groups to learn and talk with each other.	3.14	Moderately Practiced
7	I tell stories to make lessons easier to understand and remember.	3.15	Moderately Practiced
8	I use pictures, sounds, and words to support different ways of learning.	3.20	Moderately Practiced
9	I check if my teaching helps my learners understand better.	3.12	Moderately Practiced
10	I use real-life examples to show how learning connects to everyday life.	3.16	Moderately Practiced
General Mean Rating		3.16	Moderately Practiced

As shown in Table 8, the teaching practices of teachers as perceived by themselves in terms of employing teaching strategies. As reflected in the table, a majority of the teachers had the general mean rating of 3.16 or “Moderately Practiced.” It was observed that, “I give activities that involve using hands to make learning more fun” had the highest mean of 3.23 equivalent to “Moderately Practiced.”

This implied that the teachers moderately employed various teaching strategies, with a particular focus on hands-on activities to make learning more engaging and enjoyable for learners. The general mean rating of "Moderately Practiced" suggests that while interactive and experiential learning methods are being used, their application is not yet fully maximized. This indicates a need for further development in consistently implementing diverse and effective teaching strategies that actively involve learners. Enhancing the use of these strategies could lead to more dynamic and learner-centered learning experiences, potentially improving learner engagement and outcomes.

In terms of employing teaching strategies, the teacher-respondents scored 3.16, which indicated moderate practice in teaching. This finding is consistent with earlier studies by Mwila et al. (2022), which noted that while teachers are familiar with various instructional strategies, they often default to traditional methods due to lack of continuous professional development.

4.2.3. Managing Classroom Discipline**Table 9**

Mean Rating and Interpretations of the Teaching Practices of Teachers as Perceived by Themselves in terms of Managing Classroom Discipline

Item	Indicators	Mean Rating	Interpretation
1	I tell my learners the rules so they know how to behave in class.	2.96	Moderately Practiced
2	I make sure my learners follow the rules to keep the classroom happy and safe.	2.91	Moderately Practiced
3	I praise my learners when they behave well.	2.94	Moderately Practiced
4	I address bad behavior to ensure everyone can keep learning.	3.11	Moderately Practiced
5	I create a kind classroom environment where my learners feel safe and valued.	2.98	Moderately Practiced
6	I teach my learners how to solve problems with others in a kind way.	3.06	Moderately Practiced
7	I model good behavior by acting nicely myself.	2.99	Moderately Practiced
8	I involve my learners in making classroom rules to help them feel responsible.	3.08	Moderately Practiced
9	I help my learners fix their mistakes and make better choices.	2.97	Moderately Practiced
10	I communicate with parents about their child's behavior to support them both at school and at home.	3.10	Moderately Practiced
General Mean Rating		3.01	Moderately Practiced

As shown in Table 9, the teaching practices of teachers as perceived by themselves in terms of managing classroom discipline. As reflected in the table, a majority of the teachers had the general mean rating of 3.01 or "Moderately Practiced." It was observed that, "I address bad behavior to ensure everyone can keep learning" had the highest mean of 3.11 equivalent to "Moderately Practiced."

This implied that the teachers moderately practiced classroom discipline management, particularly in addressing disruptive behavior to maintain a conducive learning environment. The general mean rating of "Moderately Practiced" suggests that while efforts are made to manage behavior and ensure a productive classroom, there is room for improvement in consistently enforcing discipline strategies. Strengthening these practices could enhance classroom management, leading to a more focused and orderly learning atmosphere that benefits all learners. Professional development on effective discipline techniques might support teachers in more consistently handling behavioral challenges.

Regarding classroom discipline management, the teacher-respondents yielded a mean score of 3.01, described as moderately practiced. This outcome is similar to findings from prior

research by Sharma (2023), where teachers reported challenges in maintaining consistent classroom discipline, particularly in larger or more diverse classrooms.

4.2.4. Providing Feedback

Table 10

Mean Rating and Interpretations of the Teaching Practices of Teachers as Perceived by Themselves in terms of Providing Feedback

Item	Indicators	Mean Rating	Interpretation
1	I tell my learners how they are doing so they can see their learning progress.	2.92	Moderately Practiced
2	I give my learners tips to help them improve their work.	3.09	Moderately Practiced
3	I notice when my learners try hard and do well to make them feel proud.	3.03	Moderately Practiced
4	I explain how my learner can fix their mistakes.	3.15	Moderately Practiced
5	I use kind words to encourage my learners to keep learning.	3.03	Moderately Practiced
6	I provide feedback that helps my learners with what they need.	3.09	Moderately Practiced
7	I let my learners think about their own work to see how they are learning.	2.98	Moderately Practiced
8	I make sure my feedback is easy for my learners to understand.	3.13	Moderately Practiced
9	I allow my learners to ask questions if they do not understand my feedback.	3.03	Moderately Practiced
10	I use feedback to help my learners grow and feel confident about their abilities.	3.09	Moderately Practiced
General Mean Rating		3.05	Moderately Practiced

As shown in Table 10, the teaching practices of teachers as perceived by themselves in terms of providing feedback. As reflected in the table, a majority of the teachers had the general mean rating of 3.05 or “Moderately Practiced.” It was observed that, “I explain how my learner can fix their mistakes” had the highest mean of 3.15 equivalent to “Moderately Practiced.”

This implied that the teachers moderately practiced providing feedback to learners, particularly in offering explanations on how learners can correct their mistakes. The general mean rating of "Moderately Practiced" indicates that while feedback is being given, it may not be consistently or thoroughly applied across all teaching contexts. Improving the quality and frequency of constructive feedback could enhance learners' understanding of their progress and support their academic growth. More structured approaches to feedback might help teachers better guide learners in addressing their mistakes and improving their performance.

The teacher-respondents scored 3.05 in providing feedback, indicating a moderate level of practice in this area. Previous studies by Selvaraj et al. (2021) have shown that while teachers

recognize the importance of feedback, they often struggle to provide timely, specific, and constructive comments due to time constraints and large class sizes.

4.3. Teaching Practices of Teachers as Perceived by Learners

4.3.1. Utilizing Teaching Resources

Table 11

Mean Rating and Interpretations of the Teaching Practices of Teachers as Perceived by Learners in terms of Utilizing Teaching Resources

Item	Indicators	Mean Rating	Interpretation
1	My teachers use different things to help me learn in the classroom.	3.11	Moderately Practiced
2	My teachers pick fun and interesting things for me to learn with.	3.20	Moderately Practiced
3	My teachers use computers and videos to make learning more fun.	3.17	Moderately Practiced
4	My teachers change the things they use in class to help everyone learn, even if I learn differently.	3.19	Moderately Practiced
5	My teachers use new and good things to help me learn better.	3.14	Moderately Practiced
6	My teachers let me learn tools to help me stay active in class.	3.23	Moderately Practiced
7	My teachers keep my learning tools neat so I can use them easily.	3.16	Moderately Practiced
8	My teachers use pictures and drawings to help me understand hard ideas.	3.18	Moderately Practiced
9	My teachers work with other teachers to find good things for me to learn with.	3.20	Moderately Practiced
10	My teachers make sure the things I use in class help me learn well.	3.19	Moderately Practiced
General Mean Rating		3.18	Moderately Practiced

As shown in Table 11, the teaching practices of teachers as perceived by learners in terms of utilizing teaching resources. As reflected in the table, a majority of the learners had the general mean rating of 3.18 or “Moderately Practiced.” It was observed that, “My teachers let me learn tools to help me stay active in class” had the highest mean of 3.23 equivalent to “Moderately Practiced.”

This implied that the learners perceived their teachers as moderately effective in utilizing teaching resources, with a particular emphasis on providing learning tools that keep learners actively engaged in class. The general mean rating of "Moderately Practiced" suggests that while there is some incorporation of teaching resources, it may not be fully optimized to enhance learner engagement and participation. The higher mean for the specific practice of providing learning tools indicates that this approach is positively recognized by learners. To further improve classroom

dynamics, teachers could explore a broader range of resources and strategies to create a more interactive and stimulating learning environment.

The analysis conducted in the present study revealed that the teaching practices of teachers, as perceived by the learner-respondents, had a general mean rating of 3.18, indicating that teachers moderately practiced utilizing teaching resources. This is consistent with previous findings by Umuhoza and Uworwabayeho (2021), who highlighted that while teachers recognize the importance of instructional materials, many face constraints in fully incorporating them into lessons due to limited resources or time management challenges.

4.3.2. Employing Teaching Strategies

Table 12

Mean Rating and Interpretations of the Teaching Practices of Teachers as Perceived by Learners in terms of Employing Teaching Strategies

Item	Indicators	Mean Rating	Interpretation
1	My teachers plan fun lessons with different ways to help me learn.	3.13	Moderately Practiced
2	My teachers ask me questions to help me think better.	3.20	Moderately Practiced
3	My teachers teach in different ways to help me learn in the way that is best for me.	3.22	Moderately Practiced
4	My teachers give me activities to do with my hands to make learning more fun.	3.17	Moderately Practiced
5	My teachers change how they teach me when I need more help.	3.18	Moderately Practiced
6	My teachers let me work in groups to learn and talk together.	3.23	Moderately Practiced
7	My teachers tell stories to help me understand and remember lessons.	3.13	Moderately Practiced
8	My teachers use pictures, sounds, and words to help me learn in different ways.	3.24	Moderately Practiced
9	My teachers check if their teaching helps me understand better.	3.20	Moderately Practiced
10	My teachers use things from real life to help me see how learning fits in my everyday life.	3.19	Moderately Practiced
General Mean Rating		3.19	Moderately Practiced

As shown in Table 12, the teaching practices of teachers as perceived by learners in terms of employing teaching strategies. As reflected in the table, a majority of the learners had the general mean rating of 3.19 or “Moderately Practiced.” It was observed that, “My teachers use pictures, sounds, and words to help me learn in different ways” had the highest mean of 3.24 equivalent to “Moderately Practiced.”

This implied that the learners perceived their teachers as moderately effective in employing diverse teaching strategies, particularly through the use of multimodal resources such as pictures,

sounds, and words to facilitate different learning styles. The general mean rating of "Moderately Practiced" indicates that while these strategies are being utilized, there is potential for further enhancement in their application to better meet the varied needs of learners. The higher mean for the use of multimodal resources highlights learners' appreciation for varied instructional methods that engage them in different ways. By expanding the range and consistency of these teaching strategies, teachers could foster a more inclusive and dynamic learning environment that promotes deeper understanding and retention of knowledge among all learners.

In employing teaching strategies, the teachers received a mean score of 3.19, reflecting moderate practice as perceived by the learner-respondents. This result aligns with research by Hayes et al. (2023), who found that while teachers are aware of a variety of teaching strategies, they tend to rely on familiar approaches, often due to a lack of sustained professional development in new pedagogical methods.

4.3.3. Managing Classroom Discipline

Table 13

Mean Rating and Interpretations of the Teaching Practices of Teachers as Perceived by Learners in terms of Managing Classroom Discipline

Item	Indicators	Mean Rating	Interpretation
1	My teachers tell me the rules so I know how to behave in class.	3.08	Moderately Practiced
2	My teachers make sure I follow the rules to keep my classroom happy and safe.	3.17	Moderately Practiced
3	My teachers praise me when I behave well.	3.13	Moderately Practiced
4	My teachers quickly and fairly stop bad behavior so everyone can keep learning.	3.11	Moderately Practiced
5	My teachers make my classroom a kind place where I feel safe and special.	3.09	Moderately Practiced
6	My teachers teach me how to solve problems with others in a nice way.	3.20	Moderately Practiced
7	My teachers show me how to act by behaving nicely themselves.	3.15	Moderately Practiced
8	My teachers let me help make classroom rules so I feel responsible.	3.18	Moderately Practiced
9	My teachers help me fix my mistakes and make better choices.	3.19	Moderately Practiced
10	My teachers talk to my parents about how I behave to help me at school and at home.	3.17	Moderately Practiced
General Mean Rating		3.15	Moderately Practiced

As shown in Table 13, the teaching practices of teachers as perceived by learners in terms of managing classroom discipline. As reflected in the table, a majority of the learners had the general mean rating of 3.15 or "Moderately Practiced." It was observed that, "My teachers teach

me how to solve problems with others in a nice way” had the highest mean of 3.20 equivalent to “Moderately Practiced.”

This implied that the learners perceived their teachers as moderately effective in managing classroom discipline, particularly in teaching conflict resolution skills. The general mean rating of "Moderately Practiced" suggests that while there are efforts to maintain a respectful and harmonious classroom environment, there is still room for improvement in consistently applying effective discipline strategies. The higher mean for the specific practice of teaching learners to solve problems amicably indicates that learners value this approach and find it beneficial for their social interactions. By enhancing their focus on teaching positive behavioral strategies and conflict resolution, teachers could further cultivate a supportive and constructive classroom atmosphere that empowers learners to navigate conflicts more effectively.

Regarding classroom discipline management, the teachers were rated with a mean score of 3.15, also indicating moderate practice. Similar findings were noted by Ateh and Ryan (2023), who pointed out that teachers often struggle to consistently manage classroom behavior, especially in diverse classroom settings, and may benefit from additional training in classroom management techniques.

4.3.4. Providing Feedback

Table 14

Mean Rating and Interpretations of the Teaching Practices of Teachers as Perceived by Learners in terms of Providing Feedback

Item	Indicators	Mean Rating	Interpretation
1	My teachers tell me how I am doing so I can see how I am learning.	3.13	Moderately Practiced
2	My teachers give me tips to help me get better at my work.	3.24	Moderately Practiced
3	My teachers notice when I try hard and do well to make me feel proud.	3.19	Moderately Practiced
4	My teachers tell me exactly how to fix my mistakes.	3.21	Moderately Practiced
5	My teachers use kind words to help me keep learning.	3.16	Moderately Practiced
6	My teachers give me feedback that helps me with what I need.	3.22	Moderately Practiced
7	My teachers let me think about my own work to see how I am learning.	3.14	Moderately Practiced
8	My teachers make sure their feedback is easy for me to understand.	3.21	Moderately Practiced
9	My teachers let me ask questions if I do not understand their feedback.	3.20	Moderately Practiced
10	My teachers use feedback to help me grow and feel good about what I can do.	3.18	Moderately Practiced

General Mean Rating	3.19	Moderately Practiced
----------------------------	-------------	-----------------------------

As shown in Table 14, the teaching practices of teachers as perceived by learners in terms of providing feedback. As reflected in the table, a majority of the learners had the general mean rating of 3.19 or “Moderately Practiced.” It was observed that, “My teachers give me tips to help me get better at my work” had the highest mean of 3.24 equivalent to “Moderately Practiced.”

This implied that the learners perceived their teachers as moderately effective in providing feedback, particularly in offering tips to help them improve their work. The general mean rating of "Moderately Practiced" indicates that while feedback is being given, its consistency and thoroughness may vary across different contexts. The higher mean for the specific feedback practice of providing improvement tips suggests that learners find this guidance valuable for their academic development. To enhance the learning experience, teachers could focus on increasing the frequency and specificity of feedback, which would not only support learner growth but also reinforce a growth mindset among learners.

Finally, learner-respondents rated the teachers’ teaching practices at 3.19 in providing feedback, suggesting that their teaching was moderately practiced. This outcome is supported by Paris (2022), who emphasized that although feedback is recognized as a critical tool for learning, teachers may face challenges in delivering specific and timely feedback, often due to large class sizes or time limitations.

4.4. Foundational Skill Levels of the Grade 3 Learners

4.4.1. Language Skills

Table 15

Mean Rating and Interpretations of the Foundational Skill Levels of the Grade 3 Learners in terms of Language Skills

Item	Indicators	Mean Rating	Interpretation
1	I say what I think clearly when I talk.	3.18	Moderately Skilled
2	I use the right words when I speak and write.	3.17	Moderately Skilled
3	I listen and do what the teacher says in class.	3.16	Moderately Skilled
4	I listen carefully when others are talking.	3.18	Moderately Skilled
5	I read out loud with the right sounds and voice.	3.13	Moderately Skilled
6	I write sentences that are complete and easy to understand.	3.17	Moderately Skilled
7	I know the meaning of new words I learn in class.	3.18	Moderately Skilled
8	I ask and answer questions using full sentences.	3.19	Moderately Skilled

9	I retell stories I have read or heard in my own words.	3.20	Moderately Skilled
10	I use fun words to make my writing more exciting.	3.24	Moderately Skilled
General Mean Rating		3.18	Moderately Skilled

As shown in Table 15, the foundational skill levels of the Grade 3 learners in terms of language skills. As reflected in the table, a majority of the learners had the general mean rating of 3.18 or "Moderately Skilled." It was observed that, "I use fun words to make my writing more exciting" had the highest mean of 3.24 equivalent to "Moderately Skilled."

This implied that the Grade 3 learners demonstrated moderately skilled foundational language abilities, with a particular strength in using engaging vocabulary to enhance their writing. The general mean rating of "Moderately Skilled" suggests that while learners have a basic proficiency in language skills, there is potential for further development in areas such as grammar, sentence structure, and overall writing fluency. The higher mean for the specific skill of incorporating fun words indicates that learners are eager to make their writing more dynamic and enjoyable. To further enhance their language skills, targeted instruction focusing on vocabulary expansion and more complex writing techniques could be beneficial, encouraging learners to express themselves more creatively and effectively.

The learner-respondents perceived themselves as moderately skilled in their foundational levels of language skills, with a mean score of 3.18. This finding aligns with previous research by Lobanova et al. (2022), who found that while learners may develop basic language skills, they often face challenges in achieving fluency and higher-order language proficiency due to limited exposure to rich language environments and insufficient practice in speaking and listening activities.

4.4.2. Reading Skills

Table 16

Mean Rating and Interpretations of the Foundational Skill Levels of the Grade 3 Learners in terms of Reading Skills

Item	Indicators	Mean Rating	Interpretation
1	I can quickly read common words I see often.	3.03	Moderately Skilled
2	I use clues from the story to understand new words.	3.16	Moderately Skilled
3	I can tell what a story is mostly about.	3.07	Moderately Skilled
4	I guess what will happen next in the story.	3.08	Moderately Skilled
5	I can remember details from the story to answer questions.	3.11	Moderately Skilled
6	I read at a good speed and with few mistakes.	3.24	Moderately Skilled

7	I know the order of events in the story.	3.05	Moderately Skilled
8	I can tell if something is true or just someone's opinion.	3.16	Moderately Skilled
9	I can share the important parts of a story in my own words.	3.07	Moderately Skilled
10	I can figure out what a story means even if it is not said directly.	3.18	Moderately Skilled
General Mean Rating		3.12	Moderately Skilled

As shown in Table 16, the foundational skill levels of the Grade 3 learners in terms of reading skills. As reflected in the table, a majority of the learners had the general mean rating of 3.12 or "Moderately Skilled." It was observed that, "I read at a good speed and with few mistakes" had the highest mean of 3.24 equivalent to "Moderately Skilled."

This implied that the Grade 3 learners exhibited moderately skilled foundational reading abilities, particularly in their reading fluency, as evidenced by their self-reported ability to read at a good speed with minimal errors. The general mean rating of "Moderately Skilled" indicates that while learners have a satisfactory level of reading proficiency, there remains room for improvement in other aspects of reading, such as comprehension and critical analysis. The higher mean for the specific reading skill of fluency highlights that learners feel confident in their ability to read smoothly. To further develop their overall reading competence, targeted interventions that focus on comprehension strategies and vocabulary development could enhance their reading skills and promote a deeper understanding of texts.

In terms of reading skills, the learner-respondents assigned a mean score of 3.12, indicating moderate skill levels. This is consistent with earlier studies by Hakim et al. (2021), who noted that although learners generally acquire basic reading skills, comprehension and critical thinking during reading can be underdeveloped, particularly when there is a lack of access to diverse reading materials and individualized reading instruction.

4.4.3. Numeracy Skills

Table 17

Mean Rating and Interpretations of the Foundational Skill Levels of the Grade 3 Learners in terms of Numeracy Skills

Item	Indicators	Mean Rating	Interpretation
1	I can add and subtract numbers correctly.	3.06	Moderately Skilled
2	I see and use number patterns when I do math.	3.19	Moderately Skilled
3	I know different shapes and can compare them.	3.22	Moderately Skilled
4	I can tell time on a clock to the nearest minute.	3.23	Moderately Skilled

5	I can do simple multiplication and division.	3.19	Moderately Skilled
6	I use tools to measure how long, heavy, or full things are.	3.15	Moderately Skilled
7	I can read and make simple bar graphs and charts.	3.08	Moderately Skilled
8	I know the value of numbers in bigger numbers.	3.20	Moderately Skilled
9	I solve word problems by using the right math operations.	3.22	Moderately Skilled
10	I can make good guesses about numbers and amounts.	3.18	Moderately Skilled
General Mean Rating		3.17	Moderately Skilled

As shown in Table 17, the foundational skill levels of the Grade 3 learners in terms of numeracy skills. As reflected in the table, a majority of the learners had the general mean rating of 3.17 or “Moderately Skilled.” It was observed that, “I can tell time on a clock to the nearest minute” had the highest mean of 3.23 equivalent to “Moderately Skilled.”

This implied that the Grade 3 learners demonstrated moderately skilled foundational numeracy abilities, particularly in their capacity to tell time accurately on a clock. The general mean rating of "Moderately Skilled" suggests that while learners possess a functional understanding of basic numeracy concepts, there is potential for further growth in other areas, such as addition, subtraction, and problem-solving skills. The higher mean for the specific skill of telling time indicates that learners feel confident in this aspect of numeracy. To enhance their overall numeracy proficiency, teachers could implement targeted activities and lessons that focus on a broader range of mathematical concepts, fostering a more comprehensive understanding of numeracy among learners.

Learners also rated their foundational skills in numeracy as moderately skilled, with a mean score of 3.17. This outcome echoes findings from previous studies by Adelia et al. (2024), which highlight that while learners may grasp basic mathematical concepts, applying these skills to problem-solving or more complex operations often presents difficulties, partly due to insufficient practice and contextualized learning in numeracy.

4.4.4. Writing Skills

Table 18

Mean Rating and Interpretations of the Foundational Skill Levels of the Grade 3 Learners in terms of Writing Skills

Item	Indicators	Mean Rating	Interpretation
1	I write clear sentences and use the right punctuation marks.	3.13	Moderately Skilled
2	I organize my writing with a beginning, middle, and end.	3.22	Moderately Skilled

3	I use describing words to make my writing more fun and interesting.	3.20	Moderately Skilled
4	I spell common words right and follow spelling rules when I write.	3.18	Moderately Skilled
5	I write short paragraphs about one idea or topic.	3.16	Moderately Skilled
6	I fix mistakes and make my writing better after checking it.	3.20	Moderately Skilled
7	I start my sentences with capital letters and use them for names.	3.24	Moderately Skilled
8	I follow grammar rules like matching the subject and verb in my writing.	3.21	Moderately Skilled
9	I write stories or reports with details that make sense in the right order.	3.22	Moderately Skilled
10	I use advice from my friends and teachers to make my writing better.	3.20	Moderately Skilled
General Mean Rating		3.20	Moderately Skilled

As shown in Table 18, the foundational skill levels of the Grade 3 learners in terms of writing skills. As reflected in the table, a majority of the learners had the general mean rating of 3.20 or “Moderately Skilled.” It was observed that, “I start my sentences with capital letters and use them for names” had the highest mean of 3.24 equivalent to “Moderately Skilled.”

This implied that the Grade 3 learners exhibited moderately skilled foundational writing abilities, with a particular strength in correctly using capitalization at the beginning of sentences and for names. The general mean rating of "Moderately Skilled" indicates that while learners have a satisfactory grasp of basic writing conventions, there is still room for enhancement in other writing areas, such as grammar, punctuation, and the development of more complex sentences. The higher mean for the specific writing skill related to capitalization highlights that learners recognize the importance of proper writing mechanics. To further develop their writing skills, teachers could focus on comprehensive writing instruction that includes grammar rules, punctuation practices, and strategies for organizing thoughts and ideas more effectively.

Finally, the learner-respondents assigned a mean score of 3.20 for their foundational skills in writing, indicating moderate skill levels. This result aligns with the work of Altun (2023), who emphasized that while learners may develop foundational writing abilities, such as sentence construction and grammar, they often struggle with coherence, organization, and more advanced writing tasks, largely due to limited opportunities for structured writing practice and feedback.

4.5. Difference Between the Teaching Practices of Teachers and Their Profile

4.5.1. Age

Table 19

Difference Between the Age Groups of the Teachers

Groups	<i>H</i>	<i>df</i>	<i>p</i>	Decision
60 years old and above	.90	4	.924	Accept H_{01} (Not Significant)
50-59 years old				
40-49 years old				
30-39 years old				
20-29 years old				

As shown in Table 19, a Kruskal-Wallis Test was conducted to assess the difference between age groups of the teachers. The Kruskal-Wallis Test results revealed no statistically significant difference in scores between the age groups ($H(4) = .90, p = .924$) at the 5% level; thus, the null hypothesis was accepted. In conclusion, these findings suggest that age may have no effect on teachers' teaching practices.

This implies that the age of the teachers does not significantly influence their teaching practices, as evidenced by the Kruskal-Wallis Test results indicating no statistical difference among the various age groups. The acceptance of the null hypothesis suggests that regardless of their age, teachers may employ similar teaching strategies and methods in the classroom. This finding highlights the importance of focusing on factors other than age, such as professional development opportunities, teaching experience, or educational background, that could potentially impact teaching effectiveness and practices. Therefore, efforts to enhance teaching quality should consider a broader range of influences beyond the age of teachers.

The results of the present study showed that age did not significantly impact the teaching practices of the teacher-respondents. This finding is consistent with previous research by Van Leeuwen et al. (2021), who also concluded that while age may influence a teacher's experience and familiarity with certain methodologies, it does not necessarily correlate with the effectiveness or diversity of teaching practices employed in the classroom.

4.5.2. Sex

Table 20*Difference Between the Sex Groups of the Teachers*

Groups	<i>H</i>	<i>df</i>	<i>p</i>	Decision
Male	.25	1	.620	Accept H_{01} (Not Significant)
Female				

As shown in Table 20, a Kruskal-Wallis Test was conducted to assess the difference between sex groups of the teachers. The Kruskal-Wallis Test results revealed no statistically significant difference in scores between the sex groups ($H(1) = .25, p = .620$) at the 5% level; thus, the null hypothesis was accepted. In conclusion, these findings suggest that sex may have no effect on teachers' teaching practices.

This implies that the sex of the teachers does not significantly affect their teaching practices, as indicated by the Kruskal-Wallis Test results showing no statistical difference between the groups. The acceptance of the null hypothesis suggests that both male and female teachers utilize comparable teaching methods and strategies in the classroom. This finding underscores the importance of focusing on other variables, such as teaching experience, training, and individual teaching styles, that may influence teaching effectiveness rather than relying on demographic factors like sex. Consequently, professional development initiatives should be designed to cater to

a diverse range of teachers, regardless of their gender, to enhance overall teaching quality and learner outcomes.

Similarly, the study found no significant difference between the sex of the teacher-respondents and their teaching practices. This aligns with the findings of Ahmed and Ibrahim (2021), who noted that male and female teachers generally apply similar instructional strategies and approaches, suggesting that gender does not play a substantial role in how teaching practices are implemented or perceived by learners.

4.5.3. Grade Assignment

Table 21

Difference Between the Grade Assignment Groups of the Teachers

Groups	<i>H</i>	<i>df</i>	<i>p</i>	Decision
Grade 3	.19	3	.980	Accept H_{01} (Not Significant)
Grade 2				
Grade 1				
Kindergarten				

As shown in Table 21, a Kruskal-Wallis Test was conducted to assess the difference between the grade assignment groups of the teachers. The Kruskal-Wallis Test results revealed no statistically significant difference in scores between the grade assignment groups ($H(3) = .19$ $p = .980$) at the 5% level; thus, the null hypothesis was accepted. In conclusion, these findings suggest that the grade assignment may have no effect on teachers' teaching practices.

This implies that the grade assignment of the teachers does not significantly influence their teaching practices, as demonstrated by the Kruskal-Wallis Test results indicating no statistical difference among the different grade assignment groups. The acceptance of the null hypothesis suggests that teachers across various grade levels employ similar teaching strategies and methodologies in their classrooms. This finding highlights the potential for uniformity in teaching approaches, regardless of the grade level taught, suggesting that factors such as teaching philosophy, pedagogical training, and classroom resources may play a more significant role in shaping teaching practices. Therefore, professional development programs could focus on enhancing these aspects to improve teaching quality across all grade assignments.

The study indicated that grade assignment did not significantly affect the teaching practices of the teacher-respondents. Prior studies by Kern et al. (2022) have also reported similar findings, showing that regardless of the grade level taught, teachers tend to adopt comparable teaching strategies aimed at meeting curriculum standards, suggesting that the grade level itself is not a strong determinant of variation in teaching practices.

4.5.4. Teaching Position

Table 22

Difference Between the Teaching Position Groups of the Teachers

Groups	<i>H</i>	<i>df</i>	<i>p</i>	Decision
Master Teacher II	3.98	4	.409	Accept H_{01} (Not Significant)
Master Teacher I				
Teacher III				
Teacher II				

Teacher I Contractual Teacher

As shown in Table 22, a Kruskal-Wallis Test was conducted to assess the difference between the teaching position groups of the teachers. The Kruskal-Wallis Test results revealed no statistically significant difference in scores between the number of hours spent studying at home groups ($H(5) = 3.98$ $p = .409$) at the 5% level; thus, the null hypothesis was accepted. In conclusion, these findings suggest that the teaching position may have no effect on teachers' teaching practices.

This implies that the teaching position of the teachers does not significantly impact their teaching practices, as evidenced by the Kruskal-Wallis Test results showing no statistical difference among the various teaching position groups. The acceptance of the null hypothesis indicates that teachers in different positions—whether Master Teacher, Teacher I, II, or III—tend to utilize similar teaching strategies and methods in their classrooms. This finding suggests that the effectiveness of teaching practices may be influenced more by individual teacher characteristics, such as experience and pedagogical approaches, rather than by their formal position within the educational hierarchy. As a result, professional development efforts should aim to provide support and resources that enhance teaching effectiveness for all teachers, regardless of their specific teaching positions.

Furthermore, there was no significant difference between teaching position and the teaching practices of the teacher-respondents. This mirrors research conducted by Colognesi et al. (2024), who found that teachers in different roles or ranks within the educational system, such as Teacher I, II, or III, generally apply similar pedagogical methods, with little variation based on their position.

4.5.5. Length of Service

Table 23

Difference Between the Length of Service Groups of the Teachers

Groups	<i>H</i>	<i>df</i>	<i>p</i>	Decision
40 years and above	.84	4	.934	Accept H_{01}
30-39 years				(Not Significant)
20-29 years				
10-19 years				
9 years and below				

As shown in Table 23, a Kruskal-Wallis Test was conducted to assess the difference between length of service groups of the teachers. The Kruskal-Wallis Test results revealed no statistically significant difference in scores between the length of service groups ($H(4) = .84$, $p = .934$) at the 5% level; thus, the null hypothesis was accepted. In conclusion, these findings suggest that length of service may have no effect on teachers' teaching practices.

This implies that the length of service of the teachers does not significantly influence their teaching practices, as indicated by the Kruskal-Wallis Test results, which reveal no statistical difference among the various length of service groups. The acceptance of the null hypothesis suggests that teachers, regardless of their years of experience, employ similar teaching strategies and methodologies in their classrooms. This finding highlights the possibility that factors other than tenure, such as ongoing professional development, individual teaching philosophies, or access to resources, may play a more crucial role in shaping effective teaching practices. Therefore,

initiatives aimed at enhancing teaching quality should focus on fostering continuous learning and support for all teachers, irrespective of their length of service.

The study also found no significant difference between length of service and the teaching practices of the teacher-respondents. This finding supports the conclusions of Loguinsa (2023), who argued that while teaching experience may enhance a teacher's confidence and classroom management skills, it does not necessarily lead to significant differences in the teaching strategies they use, especially with modern, evolving curricula.

4.5.6. Highest Educational Attainment

Table 24

Difference Between the Highest Educational Attainment Groups of the Teachers

Groups	<i>H</i>	<i>df</i>	<i>p</i>	Decision
EdD/PhD Graduate With EdD/PhD units MA Graduate With MA units Education Graduate	.36	4	.986	Accept H_{01} (Not Significant)

As shown in Table 24, a Kruskal-Wallis Test was conducted to assess the difference between the highest educational attainment of the teachers. The Kruskal-Wallis Test results revealed no statistically significant difference in scores between the highest educational attainment groups ($H(4) = .36, p = .986$) at the 5% level; thus, the null hypothesis was accepted. In conclusion, these findings suggest that highest educational attainment may have no effect on teachers' teaching practices.

This implies that the highest educational attainment of the teachers does not significantly affect their teaching practices, as demonstrated by the Kruskal-Wallis Test results, which indicate no statistical differences among the various educational attainment groups. The acceptance of the null hypothesis suggests that teachers, regardless of their educational qualifications, are likely to adopt similar approaches and strategies in their teaching. This finding may indicate that factors such as pedagogical training, practical experience, and individual teaching styles could play a more critical role in determining effective teaching practices than the level of formal education achieved. Consequently, professional development programs and support systems should prioritize enhancing teachers' pedagogical skills and practical teaching experiences, rather than solely focusing on their academic credentials.

Lastly, the study revealed that the highest educational attainment was not significantly related to the teaching practices of the teacher-respondents. This result aligns with Shareefa (2022), who observed that while advanced degrees may contribute to a teacher's content knowledge, they do not always translate into markedly different or more effective teaching practices, as many teachers rely on experience and practical classroom strategies regardless of their academic qualifications.

4.6. Difference Between the Perceived Teaching Practices as Assessed by Teachers and Learners

Table 25

Difference Between the Perceived Teaching Practices as Assessed by Teachers and Learners

Groups	<i>MR</i>	<i>Eta squared (η^2)</i>	<i>H</i>	<i>df</i>	<i>p</i>	Decision
--------	-----------	--	----------	-----------	----------	----------

Perceived Teaching Practices as Assessed by Teachers	183.35	.01 (Small)	6.08	1	.014	Reject H_{02} (Significant)
Perceived Teaching Practices as Assessed by Learners	214.88					

As shown in Table 25, a Kruskal-Wallis Test was conducted to assess the difference between the perceived teaching practices as assessed by teachers and learners. The Mean Rank results revealed that the observed scores in the perceived teaching practices as assessed by learners' group ($MR = 214.88$) were higher than those in the perceived teaching practices as assessed by teacher- respondents group ($MR = 183.35$). Additionally, the Eta squared result indicated that the strength of the difference was large ($\eta^2 = .01$), suggesting a small effect. Furthermore, the Kruskal-Wallis Test results revealed a statistically significant difference in scores between the perceived teaching practices as assessed by teachers and learners' groups ($H(1) = 6.08, p = .014$) at the 5% level; thus, the null hypothesis was rejected.

In conclusion, these findings indicate that the teachers' perceptions of their teaching practices may differ from those of the learners, suggesting a possible preference. Since the mean observed scores for teaching practices, as assessed by the learners, were higher than those assessed by the teachers, this suggests that teachers may have more effective teaching practices than they perceive.

This implies that there is a notable discrepancy between how teachers view their teaching practices and how learners perceive those same practices. The higher mean rank for learners indicates that learners believe their teachers employ more effective teaching strategies than the teachers themselves acknowledge. This divergence suggests that teachers might lack awareness of their impact on learner learning or may underestimate the effectiveness of their methods.

The statistically significant difference points to the necessity for teachers to engage in reflective practices that allow them to better understand their teaching effectiveness from the learners' perspectives. Additionally, this finding could prompt schools to incorporate feedback mechanisms where learners can express their views on teaching practices, fostering an environment of continuous improvement. Ultimately, aligning teachers' self-perceptions with learners' perceptions could lead to enhanced teaching strategies and improved learning outcomes.

The results of the present study indicated a significant difference between the perceived teaching practices as assessed by the teacher-respondents and the learner-respondents. This finding aligns with previous research by Saeli and Cheng (2021), who also reported discrepancies between how teachers perceive their own teaching practices and how learners experience them. Saeli and Cheng (2021) suggested that while teachers may view their practices as effective, learners may have a different perspective due to factors such as engagement, understanding, or classroom environment, highlighting the importance of considering both viewpoints for a more comprehensive evaluation of teaching effectiveness.

4.7. Correlation Between the Perceived Teaching Practices and Foundational Skill Levels of the Grade 3 Learners

Table 26

Correlation Between the Perceived Teaching Practices and Foundational Skill Levels of the Grade 3 Learners

Dependent Variables	<i>r</i>	<i>p</i>	Interpretation	Decision
Language Skills	.17	.061	Positive Weak Correlation	Accept H ₀₃ (Not Significant)
Reading Skills	.15	.102	Positive Weak Correlation	Accept H ₀₃ (Not Significant)
Numeracy Skills	.04	.657	Positive Moderate Correlation	Accept H ₀₃ (Not Significant)
Writing Skills	.12	.190	Positive Weak Correlation	Accept H ₀₃ (Not Significant)
Overall	.13	.144	Positive Weak Correlation	Accept H ₀₃ (Not Significant)

As shown in Table No. 38, the correlation between the perceived teaching practices and foundational skill levels of the Grade 3 learners by using the Spearman's Rho Correlation.

It shows that the perceived teaching practices of teachers had a *positively weak non-significant correlation* with the learners' foundational skill levels in terms of language skills ($r = .17, p = .061$), a *positively weak non-significant correlation* in terms of reading skills ($r = .15, p = .102$), a *positively moderate non-significant correlation* in terms of numeracy skills ($r = .04, p = .657$), a *positively weak non-significant correlation* in terms of writing skills ($r = .12, p = .190$), and a *positively weak non-significant correlation* with the overall learner's foundational skill levels ($r = .13, p = .144$), at 5% significance level; thus, the null hypothesis was *accepted*.

The positive correlation implies that as the value of independent variable (teaching practices) increased, the value of the dependent variable (learners' foundational skill levels of the Grade 3 learners) tended to increase. Therefore, the results suggest that improvements in teachers' teaching practices are associated with higher foundational skill levels in their learners.

This implies that while there is a positive trend indicating that better perceived teaching practices are associated with higher foundational skill levels in learners, the correlations observed are weak and statistically non-significant. This suggests that although improvements in teaching practices might lead to enhanced foundational skill in learners, the relationship is not strong enough to be confidently established based on the current data.

The lack of significant correlation in various skill areas—language, reading, numeracy, and writing—suggests that other factors may also play a critical role in influencing learners' foundational skill levels. These factors could include the learners' individual backgrounds, learning environments, or additional support systems beyond classroom teaching.

Consequently, while teachers should strive to improve their practices, it is essential to recognize that a multifaceted approach is necessary to enhance learners' foundational skill effectively. This could involve integrating support from parents, utilizing tailored interventions, or employing various teaching methodologies that cater to diverse learner needs. The findings indicate a need for further investigation into the specific elements of teaching practices that may lead to significant improvements in foundational skill, as well as a broader consideration of the educational ecosystem affecting learners.

The results of this study indicate a weak, positive, non-significant correlation between perceived teaching practices and the foundational skill levels of Grade 3 learners in language skills. This aligns with findings by Lapadat and Lapadat (2024), who also reported that while teaching practices can influence language development, factors such as home language environment and learner motivation may play a more significant role in shaping learners' language skills.

Regarding reading skills, the study found a weak, positive, non-significant correlation between perceived teaching practices and the foundational skill levels of Grade 3 learners. This result mirrors the conclusions of Benting and Valle (2023), who suggested that although teaching strategies contribute to reading development, other elements like access to reading materials and parental involvement may have a stronger impact on learners' reading progress.

A moderate, positive, non-significant correlation was also identified between perceived teaching practices and foundational skill levels of Grade 3 learners focusing on numeracy skills. Previous research by Thelma and Morgan (2023) supports this finding, indicating that while effective teaching methods are crucial in numeracy, learner performance in mathematics is often influenced by external factors such as prior knowledge, practice outside the classroom, and learning resources.

Similarly, the study observed a weak, positive, non-significant correlation between perceived teaching practices and the foundational skill levels of Grade 3 learners concerning writing skills. This finding is consistent with Hussin and Aziz (2022), who pointed out that although teaching approaches can shape writing abilities, learners' writing proficiency is often impacted by factors like personal interest in writing and opportunities for practice.

On a broader scale, the study found a weak, positive, non-significant correlation between perceived teaching practices and foundational skill levels of Grade 3 learners. This is in line with the work of Careemdeen (2023), who argued that while teaching practices play an essential role in skill development, other variables such as learner attitudes, parental support, and socio-economic conditions may have a more substantial influence on foundational skill levels.

4.8. An Enhanced Instructional Program to Improve Teachers' Practices and Foundation Skill Levels of Grade 3 Learners

The program systematically addresses key educational challenges by focusing on teacher demographics, professional development, instructional practices, and learner skill enhancement from February 2025 to March 2028. It implements mentorship and leadership training for young and predominantly female teachers, diversifies teaching assignments, and encourages career progression to enhance expertise. Through targeted training on resource utilization, teaching strategies, classroom management, and feedback, instructional quality and consistency are improved. Additionally, focused interventions enhance learners' proficiency in language, reading, writing, and numeracy, while dialogue sessions bridge perception gaps between teachers and learners. Moving forward, the program will institutionalize continuous professional development, strengthen stakeholder collaboration, enhance monitoring mechanisms, integrate innovative teaching methods, and gather feedback to ensure sustained improvements in teaching and learning.

5. CONCLUSIONS

1. The majority of teacher-respondents were female teachers aged 20-29 and 30-39, holding a Master's degree, primarily teaching Grade 3 as Teacher III, and having limited years of service.

2. The teacher-respondents demonstrated a moderate utilization of teaching resources, teaching strategies, classroom discipline management, and feedback provision.
3. Learner-respondents perceived their teachers as moderately practicing the use of teaching resources, strategies, classroom management, and overall teaching effectiveness.
4. Learner-respondents rated their foundational skill levels in language, reading, numeracy, and writing as moderately skilled.
5. The study found no significant correlations between various demographic factors of the teacher-respondents and their teaching practices.
6. There was a significant difference between the perceived teaching practices as evaluated by the teacher-respondents and those perceived by the learner-respondents.
7. The study revealed weak, positive, non-significant correlations between perceived teaching practices and foundational skill levels in language, reading, numeracy, and writing among Grade 3 learners.
8. An enhanced instructional program aimed at improving teachers' practices and the foundational skill levels of Grade 3 learners was developed.

6. RECOMMENDATIONS

1. The teachers should implement targeted professional development programs that address the specific needs and challenges of younger female teachers, particularly in areas of classroom management and advanced instructional strategies.
2. The teachers should conduct workshops on innovative teaching resources and strategies to enhance teachers' utilization in the classroom, emphasizing hands-on training to foster practical application.
3. The teachers should facilitate regular feedback sessions where learners can express their views on teaching practices, enabling teachers to adjust their methods and improve perceived effectiveness based on learner input.
4. The teachers should introduce differentiated instructional strategies and interventions specifically designed to enhance learners' foundational skill levels in language, reading, numeracy, and writing, catering to various skill levels.
5. The school heads should further investigate the potential influences of teacher training, mentoring, and ongoing professional development on teaching practices to identify areas for improvement regardless of demographic factors.
6. The teachers and learners should establish a collaborative framework that encourages open communication between teachers and learners to align teaching practices with learners' perceptions and expectations, possibly through peer observation and feedback initiatives.
7. The teachers should develop targeted interventions that address the identified weak correlations between teaching practices and foundational skill levels, focusing on strengthening specific areas where learners show the greatest need for improvement.
8. The school heads should implement the enhanced instructional program with a focus on continuous assessment and feedback to ensure its effectiveness in improving both teaching practices and learner foundational skill levels, while allowing for adjustments based on observed outcomes.
9. Further studies on the impact of different demographic factors, such as age, years of experience, and educational background, on teaching practices and learner outcomes should be conducted to identify specific trends and inform tailored professional development programs.

7. ACKNOWLEDGMENT

The researcher extends heartfelt appreciation to all who contributed to the successful completion of this study, particularly Edgar G. Geniza, PhD, Editha B. Geniza, PhD, Elisa A. Menor, PhD, Arturo P. Caseñas, PhD, and Yzagany Ivarra B. Geniza from Mondriaan Aura College, Subic Bay Freeport Zone. Gratitude is also extended to Ilynne S. Samonte, CESE, Assistant Schools Division Superintendent and Officer-in-Charge of the Office of the Schools Division Superintendent; Lani A. Miraflor, EdD, Public Schools District Supervisor; and the esteemed school heads of the Masinloc District, Schools Division of Zambales, for their kind permission and unwavering support. The active participation and valuable contributions of the primary grade teachers and Grade 3 learners in the Masinloc District, Schools Division of Zambales, were instrumental in shaping the direction of this research. The steadfast support and constant encouragement of the researcher's family, including Joel E. Marcellana, Merlyn D. Marcellana, Janine Marie D. Marcellana, Jaymark D. Marcellana, and Julia Maureen D. Marcellana, have been invaluable throughout this academic endeavor. Special gratitude is expressed to the researcher's supportive husband, Rommel E. Ebue, and children, Karl Adrian Marcellana and Princess Andrea Seianna M. Ebue, for their unwavering love and encouragement.

REFERENCES

- Adelia, V., Putri, R. I. I., & Zulkardi, N. (2024). Mathematics teachers in Palembang teaching practice: Numeracy perspective. *AIP Conference Proceedings*, 3114, 020069. <https://doi.org/10.1063/5.0201098>
- Ahmed, A. O. A., & Ibrahim, I. Z. A. (2021). case study on effective teaching strategies for attaining course learning outcomes. *Linguistics and Culture Review*, 5(S4), 2558–2574. <https://doi.org/10.21744/lingcure.v5ns4.2272>
- Altun, M. (2023). Developing writing abilities in L2: a review. *International Journal of Social Sciences and Educational Studies*, 10(2). <https://doi.org/10.23918/ijsses.v10i2p175>
- Ateh, C. M., & Ryan, L. B. (2023). Preparing teacher candidates to be culturally responsive in classroom management. *Social Sciences & Humanities Open*, 7(1), 100455. <https://doi.org/10.1016/j.ssaho.2023.100455>
- Barbour, M.K. & Hodges, C.B. (2024). Preparing teachers to teach online: A critical issue for teacher education. *Preparing Teachers to Teach Online: A Critical Issue for Teacher Education - Learning & Technology Library (LearnTechLib)*
- Benting, R. G., & Valle, A. M. (2023). Parental Involvement and Pupils' Reading Strategies: its Relationship to Reading Performance. *International Journal of Research Publications*, 128(1). <https://doi.org/10.47119/ijrp1001281720235226>
- Bhaskar, P., & Dayalan, P. (2021). Career growth and development: Role of continuing education among teachers. *Business Excellence and Management*, 11(3). <https://doi.org/10.24818/beman/2021.11.3-07>
- Canonizado, I. C. (2024). Reading instruction practices of intermediate teachers and comprehension levels of learners: Basis for an enhanced reading instruction program. *International Journal of Education Humanities and Social Science*, 07(06), 649–671. <https://doi.org/10.54922/ijehss.2024.0869>

- Canonizado, M. J. S. (2024). Learning support at home and learning outcomes of primary grade learners in private schools. *International Journal of Education Humanities and Social Science*, 07(06), 421–444. <https://doi.org/10.54922/ijehss.2024.0856>
- Careemdeen, J. D. (2023). Parental socioeconomic variables and their impact on soft skills development in secondary school students in Sri Lanka: a quantitative analysis. *International Journal of Academic Research in Progressive Education and Development*, 12(4). <https://doi.org/10.6007/ijarped/v12-i4/19846>
- Carter, E., Molina, E., Pushparatnam, Rimm-Kaufman, S., Tsapali, M., & Wong, K.K.Y. (2024). Evidence-based teaching: Effecting teaching practices in primary school classrooms. *Evidence-based teaching: effective teaching practices in primary school classrooms* (ucl.ac.uk)
- Cayabas, J. P., Jr, & 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>
- Colognesi, S., Coppe, T., Leroux, L., & Wiertz, C. (2024). Does pedagogical metamorphosis exist? Exploring the practices of primary school teachers at different stages of their careers. *British Educational Research Journal*, 50(4), 2062–2090. <https://doi.org/10.1002/berj.4014>
- ElSayary, A. (2023). An investigation of teachers' perceptions of using ChatGPT as a supporting tool for teaching and learning in the digital era. *An investigation of teachers' perceptions of using ChatGPT as a supporting tool for teaching and learning in the digital era - ElSayary - 2024 - Journal of Computer Assisted Learning - Wiley Online Library*
- Fitriati, F., Rosli, R., Iksan, Z., & Hidayat, A. (2023). Exploring challenges in preparing prospective teachers for teaching 4C skills in mathematics classroom: A school-university partnership perspectives. *Full article: Exploring challenges in preparing prospective teachers for teaching 4C skills in mathematics classroom: A school-university partnership perspectives* (tandfonline.com)
- Glastra, F. J., & De Brabander, C. J. (2021). Valences and sense of personal autonomy with regard to professional development in Dutch primary teachers: Do decision contexts and age make a difference? *Frontline Learning Research*, 9(4), 1–34. <https://doi.org/10.14786/flr.v9i4.831>
- Gonzalez-Moreira, A., Ferreira, C., & Vidal, J. (2024). A journey to primary education: a systematic review of factors affecting the transition from early childhood education to primary education. *Preventing School Failure Alternative Education for Children and Youth*, 1–15. <https://doi.org/10.1080/1045988x.2024.2335679>
- Guo, C., Huang, Y., & Chen, X. (2024). Research on integration of the sustainable development goals and teaching practices in a future teacher science education course. *Sustainability | Free Full-Text | Research on Integration of the Sustainable Development Goals and Teaching Practices in a Future Teacher Science Education Course* (mdpi.com)
- Hakim, L. N., Telaumbanua, S., Farida, N., Taufik, M. S., Laswaniyah, M. A., & Pasupati, B. (2021). Critical Literacy-Based Instruction in Teaching Reading: Insights and challenges. *Systematic Reviews in Pharmacy*, 12(3), 220–223. <https://doi.org/10.31838/srp.2021.3.14>
- Hayes, K. N., Preminger, L., & Bae, C. L. (2023). Why does teacher learning vary in professional development? Accounting for organisational conditions. *Professional Development in Education*, 50(1), 108–128. <https://doi.org/10.1080/19415257.2023.2283433>

- Hussin, S. N. L., & Aziz, A. A. (2022). Rethinking the teaching approaches of ESL/EFL writing skills. *International Journal of Academic Research in Progressive Education and Development*, 11(1). <https://doi.org/10.6007/ijarped/v11-i1/12174>
- Kern, B. D., Wilson, W. J., Malinowski, P., & Wallhead, T. (2022). Pedagogical practices among teachers of different demographics and dispositions toward change: Results of a Multi-Region Survey of U.S. physical Educators. *Journal of Teaching in Physical Education*, 42(2), 256–266. <https://doi.org/10.1123/jtpe.2021-0192>
- Kundu, A. (2022). Feminisation of the teaching profession and patriarchy. *International Journal of Educational Sciences*, 36(1–3). <https://doi.org/10.31901/24566322.2022/36.1-3.1205>
- Lapadat, L. C., & Lapadat, M. (2024). The importance of motivation in foreign language learning. *Scientific Bulletin of the Politehnica University of Timișoara Transactions on Modern Languages*, 22(1), 142–152. <https://doi.org/10.59168/vgle2734>
- Lobanova, O., Fedorova, E., Vobolevich, A., Minakova, P., & Rybakova, L. (2022). Exploring the relationship between English speaking skills and the learning environment. *World Journal on Educational Technology Current Issues*, 14(6), 1886–1900. <https://doi.org/10.18844/wjet.v14i6.8361>
- Loguinsa, C. (2023). Teaching Experience and Self-Efficacy of Beginner teachers in mainstream Classroom. *International Research Journal of Modernization in Engineering Technology and Science*. <https://doi.org/10.56726/irjmets45287>
- Mwila, K., Namuchana, M., Lufungulo, E. S., Chinemerem, O. G., Mudenda, S., Mangwatu, D., Nangandu, C., & Hikaambo, N. (2022). Teachers’ continuous professional continuous development (CPD) in Southern African development community (SADC): A review of policies, approaches, and implementation strategies in enhancing teacher competences. *International Journal of Education Humanities and Social Science*, 05(01), 104–124. <https://doi.org/10.54922/ijehss.2022.0349>
- Peciuliauskiene, P., Kaminskienė, L., & Lehtinen, E. (2023). Science teachers’ collaborative innovative activities: the role of professional development and professional experience. *Humanities and Social Sciences Communications*, 10(1). <https://doi.org/10.1057/s41599-023-01833-5>
- Paris, B. (2022). Instructors’ perspectives of challenges and barriers to providing effective feedback. *Teaching & Learning Inquiry the ISSOTL Journal*, 10. <https://doi.org/10.20343/teachlearninqu.10.3>
- Phulpoto, S.A.J., Oad, L., & Imran, M. (2024). Enhancing teacher performance un e-learning: Addressing barriers and promoting sustainable education in public universities of Pakistan. <https://doi.org/10.31901/24566322.2024/24.1-3.1205>
- Saeli, H., & Cheng, A. (2021). Discrepancies in teachers’ perceptions and reported practices: The case of written feedback in an EFL context. *European Journal of Applied Linguistics*, 9(2), 307–330. <https://doi.org/10.1515/eujal-2019-0033>
- Segui, J.F., Alsina, A., & Vasquez, C. (2024). Teaching statistics for sustainability across contexts: Exploring the knowledge and beliefs of teachers. <https://doi.org/10.31901/24566322.2024/24.1-3.1205>

- Selvaraj, A. M., Azman, H., & Wahi, W. (2021). Teachers' feedback practice and Students' Academic Achievement: A Systematic Literature review. *International Journal of Learning Teaching and Educational Research*, 20(1), 308–322. <https://doi.org/10.26803/ijlter.20.1.17>
- Shareefa, M. (2022). Demystifying the impact of teachers' qualification and experience on implementation of differentiated instruction. *International Journal of Instruction*, 16(1), 393–416. <https://doi.org/10.29333/iji.2023.16122a>
- Sharma, S. (2023). Challenges in diverse Classroom of School: Teachers' Perspectives. *Deleted Journal*, 1(1), 38–50. <https://doi.org/10.3126/caj.v1i1.63133>
- Thelma, N. C. C., & Morgan, N. M. (2023). Factors influencing effective teaching and learning of mathematics: A case of selected secondary schools in Lusaka District, Zambia. *International Journal of Science and Research Archive*, 10(2), 143–151. <https://doi.org/10.30574/ijrsra.2023.10.2.0905>
- Ukumo, E.Y. & Berlie, A.D. (2024). Primary school English teachers' practice of teaching early grade reading. [Primary school English teachers' practice of teaching early grade reading - ScienceDirect](#)
- Umuhiza, C., & Uworwabayeho, A. (2021). Teacher's use of instructional materials in teaching and learning mathematics in Rwandan primary Schools. *African Journal of Teacher Education*, 10(2), 1–16. <https://doi.org/10.21083/ajote.v10i2.6659>
- Van Leeuwen, A., Campen, C. A. N. K., Molenaar, I., & Rummel, N. (2021). How teacher characteristics relate to how teachers use dashboards: Results from two case studies in K-12. *Journal of Learning Analytics*, 8(2), 6–21. <https://doi.org/10.18608/jla.2021.7325>
- Wiens, P. D., & Beck, J. S. (2022). But are they good teachers? examining who takes up teacher leadership and how their instruction differs from their peers. *School Leadership and Management*, 42(4), 381–401. <https://doi.org/10.1080/13632434.2022.2111413>