Teachers Academic Struggles in Department of Education Surigao City Division, Philippines

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Abstract

This study explored the academic struggles of elementary English teachers in the Department of Education, Surigao City Division, focusing on content knowledge, assessment strategies, instructional materials, and administrative support. Despite ongoing efforts to enhance instruction, challenges persist in these areas. This study aims to identify these difficulties and examine factors influencing teachers' academic struggles.

Using a mixed-methods approach with a phenomenological research design, data were collected from 261 elementary teachers through researcher-made questionnaires. Findings revealed that most respondents were female, aged 51 and above, with master's units, at least 16 years of teaching experience, and English as their major. Teachers encountered difficulties in writing instruction, reading comprehension, grammar, vocabulary, and the development of students' critical thinking skills. Additionally, those with higher educational attainment experienced fewer academic struggles, emphasizing the need for continuous professional growth.

To address these challenges, the study recommends targeted training programs, improved access to instructional materials and technology, and the adoption of innovative teaching strategies. Strengthened administrative and parental support is also crucial. Professional development in content mastery, task management, and ICT integration is essential for enhancing teaching effectiveness. The Department of Education should allocate resources and implement structured interventions to improve teaching competencies and student learning outcomes. Further research on the impact of intervention programs is recommended to ensure continuous improvements in elementary English education.

Keywords: Academic struggles [1], Elementary English teachers [2], Content knowledge [3], Professional development [4], Teaching competencies [5]

Introduction

Elementary English teachers hold a vital responsibility in building students' foundational language skills, which are critical for their overall academic success. However, many teachers encounter significant challenges in delivering effective English instruction due to gaps in training, resource limitations, and the complexities of teaching English as a second language (ESL). For educators tasked with teaching English, the lack of specialized knowledge in language instruction, coupled with the need to address diverse student needs, creates substantial obstacles in planning lessons, assessing comprehension, and fostering engagement.

One major struggle for elementary English teachers is evaluating students' language proficiency accurately. According to Kilpatrick and Rosenfield (2020) [6], poor assessment methods in ESL

classrooms often lead to ineffective teaching strategies, which fail to address students' specific learning needs. Moreover, crafting relevant and stimulating instructional materials is a persistent challenge. Alston and Delgado (2018) [7] note that teachers often lack access to quality resources designed for young ESL learners, hindering their ability to provide dynamic and engaging lessons.

Limited opportunities for professional development further exacerbate these challenges. Fields and Horton (2019) [8] argue that the absence of continuous training programs leaves many teachers unprepared to adapt to innovative instructional practices or address their students' diverse linguistic backgrounds. Additionally, the lack of parental involvement poses another barrier. Zimmerman and Cross (2021) [9] emphasize that many parents are unable to actively support their children's English learning at home, placing a greater burden on teachers to meet both academic and developmental goals in the classroom.

This study focuses on the academic struggles of elementary English teachers in the Department of Education Surigao City Division. It aims to uncover the underlying causes of these challenges, whether related to assessment practices, instructional resources, or professional development gaps, and propose solutions for improving English instruction. By addressing these struggles, the research seeks to enhance the teaching environment for educators and provide students with more effective English language education.

Objective of the Study

The study explored the academic challenges faced by selected elementary English teachers in the Department of Education, Surigao City Division, focusing on their profile in terms of age, sex, highest educational attainment, years of teaching experience, and specialization. It examined their struggles in four key areas: content knowledge, assessment strategies, instructional materials, and school administrators' support. The research also investigated whether these challenges varied significantly based on the teachers' profiles and identified the most difficult competencies to teach based on their current grade assignments, along with the coping strategies they employed.

Methods

Research Design

The study used a convergent mixed-method design with a phenomenological approach. This combined quantitative surveys on teacher demographics, challenges, and instructional practices with qualitative interviews on personal experiences and perceived obstacles. By integrating these data, the researchers gained a comprehensive understanding of the teachers' academic struggles. Qualitative methods, such as interviews and observations, offered deeper insights into the teachers' subjective experiences and contextual factors. This triangulation of data validated and enriched the findings. Ultimately, the approach informed targeted interventions for addressing the challenges faced by elementary English teachers.

Respondents

A total of 60 elementary English teachers were chosen to participate in this study. Using stratified random sampling method, there were 10 teacher-participants identified from each grade level. The following inclusion criteria were used to choose the participants: (1) Must be currently employed in schools within the Surigao City Division, (2) Should have a minimum of one year of teaching experience in grades 1 to 6, and (3) Should have knowledge on content knowledge, (assessment strategies, instructional materials, and school administrator's support. Participation in the study was contingent upon the teachers' willingness to agree to and sign a consent letter.

Research Instrument

A researcher-made set of open-ended questions based on the study's objectives, grand tour questions, and specific questions were prepared and conducted with the teacher-respondents to determine the academic struggles of selected elementary teachers handling English subjects in Department of Education Surigao City Division. To ensure the validity of the research instruments, they were subjected to thorough inspection by experts, which include the research adviser and the thesis panel of examiners. Their independent judgments were solicited to determine the appropriateness of the items for the study. The suggested items were then presented to the adviser and thesis panel for further improvement and formatting. A dry run of the instrument was conducted to 15 elementary English teachers to test the reliability of the instrument. Results in Appendix B showed that for Content Knowledge, Cronbach's Alpha value was 0.93, indicating high reliability. This meant that the items measuring content knowledge within the survey were highly consistent in assessing this construct among respondents. Similarly, Assessment Strategy and Instructional Material also demonstrated high reliability, with Cronbach's Alpha values of 0.90 each. This suggested that the items related to assessment strategies and instructional materials exhibited strong internal consistency, effectively measuring these constructs among the surveyed elementary English teachers. The variable School Administrator's Support to Academic Success also showed high reliability, with a Cronbach's Alpha value of 0.91. This indicated that the items assessing the level of support provided by school administrators in facilitating academic success among teachers were highly consistent and reliable.

Ethics and data Gathering Procedure

A letter asking permission for the conduct of study and administration of the research instrument was sent to the Schools Division Superintendent Department of Education Surigao City; this was on account that the needed data are from the teachers employed in Surigao City Division. Upon the approval of the request, the researcher conducted the study and the procedure required to gather the data to answer the specific problems of the study. Extra care and strict observance on the local government health protocols and procedure was ensured. When all the data were in hand, decoding, analysis, tabulation, and interpretation using the appropriate statistical tools followed for the profile of the respondents.

Data Analysis

The study used a combination of statistical and qualitative tools to analyze the academic struggles of elementary English teachers. Frequency count and percentage determined the respondents' profiles, including age, sex, educational attainment, years of teaching, and specialization. Mean and standard deviation described the level of their struggles across content knowledge, assessment strategies, instructional materials, and administrative support. To compare these struggles based on teachers' profiles, One-Way ANOVA and Scheffe's Test were applied. For qualitative data, Braun and Clarke's Reflexive Thematic Analysis identified and interpreted patterns, providing deeper insights into the teachers' experiences and challenges.

Results and Discussion

Profile of Respondents

The demographic profile of elementary English teachers in the Surigao City division reveals that the majority of respondents are aged 51 years and above (22.61%), followed by younger age groups in descending order. This trend indicates that the teaching workforce is predominantly composed of older educators. According to Jualin (2020), older teachers may face difficulties in adapting to modern

pedagogical strategies and integrating technology into classroom instruction. This can influence their effectiveness in delivering lessons aligned with contemporary learning approaches.

The implications of this age distribution highlight the need for continuous professional development programs that cater specifically to older teachers. Training sessions focusing on digital literacy and innovative teaching methodologies can help bridge the gap between traditional and modern instructional strategies, ensuring that educators remain competent and responsive to students' learning needs.

Table 2. Profile of Respondents in terms of Age (n=261)

Variables	F	%
Age		
25-30 years old	23	8.81
31-35 years old	38	14.56
36-40 years old	47	18.01
41-45 years old	45	17.24
46-50 years old	49	18.77
51 years old and above	59	22.61
Sex		
Male	8	3.07
Female	253	96.93
Highest Education Attainment		
Bachelor's Degree	33	12.64
Master's Units	167	63.98
Master's Graduate	44	16.86
Doctorate Units/Degree	17	6.51
Number of Years in the Service		
1 year and below	7	2.68
2 years to 5 years	21	8.05
6 years to 10 years	56	21.46
11 years to 15 years	54	20.69
16 years and above	123	47.13
Specialization		
General Education	102	39.08
Mathematics	21	8.05
Science and Health Education	28	10.73
Social Studies	28	10.73
English	40	15.33
Filipino	17	6.51
Home Economics	9	3.45
Others	16	6.13

Struggles of Selected Elementary English Teachers

The results indicate that elementary English teachers experience considerable challenges in mastering content knowledge, as evidenced by an average mean of 2.81 (SD = 0.72), categorized as "struggling." The highest-rated struggle pertains to teaching writing genres (M = 2.87, SD = 0.82), followed by instructing figurative language (M = 2.85, SD = 0.81). Research by Graham and Perin (2019) underscores that many teachers lack sufficient training in writing instruction, contributing to students' difficulties in developing composition skills. Similarly, Almasi and Fries (2021) assert that figurative language instruction requires advanced comprehension skills, making it challenging for both teachers and students. These findings suggest a critical need for professional development focused on writing pedagogy and figurative language instruction. Workshops and targeted training programs should be implemented to equip teachers with effective strategies for improving student literacy outcomes. Additionally, collaborative learning communities among educators can serve as platforms for sharing best practices in content delivery.

Table 3. Struggles of Elementary English Teachers in Handling English Subjects in terms of Content Knowledge

Statement	Mean	SD	VI	QD
As an English teacher, I struggled on…				
1. Understanding and effectively teaching intricate grammar concepts such as verb tenses, clauses, and sentence structures.	2.75	0.86	Agree	Struggling
2. Identifying appropriate vocabulary words for different age groups and effectively teaching strategies for vocabulary acquisition.	2.78	0.83	Agree	Struggling
3. Creating lesson plans to accommodate various learning styles (visual, auditory, kinesthetic) while ensuring comprehension and engagement.	2.83	0.85	Agree	Struggling
4. Teaching phonics rules and phonetic pronunciation accurately, especially in English with its irregularities.	2.76	0.87	Agree	Struggling
5. Finding a balance between teaching literature appreciation and developing language skills (reading, writing, speaking, listening).	2.79	0.84	Agree	Struggling
6. Providing differentiated instruction to cater to the diverse needs of pupils, including those with learning disabilities or English language learners.	2.83	0.85	Agree	Struggling
7. Teaching figurative language devices such as similes, metaphors, and personification and helping pupils recognize and interpret them in texts.	2.85	0.81	Agree	Struggling
8. Developing skills to analyze and interpret literature critically, including identifying literary devices, themes, and authorial intent.	2.84	0.83	Agree	Struggling

9. Understanding and teaching literary devices such as irony, foreshadowing, and imagery to enhance pupils' comprehension and appreciation of texts.	2.80	0.84	Agree	Struggling
10. Introducing pupils to various writing genres such as narrative, expository, descriptive, and persuasive and teaching conventions associated with each.	2.87	0.82	Agree	Struggling
Average	**2.81**	**0.72**	**Agree**	**Struggling**

Legend: 1.00-1.74 Strongly Disagree (Not Struggling); 1.75-2.49 Disagree (Less Struggling); 2.50-3.24 Agree (Struggling); 3.25-4.00 Strongly Agree (Very Struggling)

Teachers also reported challenges in assessment strategies, with an average mean of 2.78 (SD = 0.77), reflecting notable struggles in evaluating student performance effectively. The highest-rated challenge was ensuring fairness, accuracy, and consistency in assessments (M = 2.86, SD = 2.07). According to Brennan (2020), designing fair and effective assessments requires an understanding of psychometric principles and assessment validity, which many teachers may not have received adequate training in.

Given these challenges, school administrators should prioritize capacity-building initiatives focused on assessment literacy. Providing teachers with workshops on formative and summative assessments can enhance their ability to evaluate student progress accurately. Furthermore, integrating digital assessment tools can streamline grading and feedback processes, reducing inconsistencies in evaluation.

Table 4. Struggles of Elementary English Teachers in Handling English Subjects in terms of Assessment Strategies

Statement	Mean	SD	VI	QD
As an English teacher, I struggled on…				
1. Choosing the right assessment methods, such as formative, summative, or diagnostic assessments, as each serves a different purpose and requires different techniques.	2.72	0.90	Agree	Struggling
2. Creating tasks that accurately measure pupils' understanding of various English concepts, such as reading, writing, grammar, and vocabulary, which can be time-consuming and requires a deep understanding of the subject matter.	2.82	0.83	Agree	Struggling
3. Analyzing pupils' performance on various assessments and drawing meaningful conclusions from the data as these involve understanding different scoring systems and interpretation methods.	2.81	0.84	Agree	Struggling
4. Offering actionable and encouraging feedback to pupils on their progress and areas for improvement, as it requires a balance between praise and critical evaluation.	2.76	0.81	Agree	Struggling

5. Adapting assessments to cater to pupils with different learning needs, such as English language learners or those with learning disabilities, as it requires a deep understanding of various assessment accommodations and modifications.	2.77	0.81	Agree	Struggling
6. Ensuring that assessments are fair, accurate, and consistent across different pupils and contexts, as it involves understanding various psychometric concepts and principles.	2.86	2.07	Agree	Struggling
7. Striking the right balance between ongoing formative assessments (to monitor progress) and summative assessments (to measure achievement), as it requires careful planning and organization.	2.72	0.86	Agree	Struggling
8. Incorporating digital tools and platforms for assessment, as teachers must ensure their pupils are comfortable with the technology and that the assessments are valid and reliable.	2.79	0.88	Agree	Struggling
9. Working with other English teachers, grade-level teams, or departments to align assessments and share best practices, as it requires effective communication and collaboration skills.	2.75	0.85	Agree	Struggling
10. Balancing the time needed for assessment planning, implementation, and analysis with other teaching responsibilities, as it requires efficient time management and prioritization skills.	2.81	0.87	Agree	Struggling
Average	**2.78**	**0.77**	**Agree**	**Struggling**

Legend: 1.00-1.74 Strongly Disagree (Not Struggling); 1.75-2.49 Disagree (Less Struggling); 2.50-3.24 Agree (Struggling); 3.25-4.00 Strongly Agree (Very Struggling)

The study found that selecting appropriate instructional materials poses a significant challenge, as reflected in an average mean of 2.77 (SD = 0.74). The most prevalent difficulty was choosing engaging resources aligned with curriculum standards (M = 2.85, SD = 0.86). Ladson-Billings (2021) emphasizes that culturally responsive materials improve student engagement and achievement, yet many educators struggle to find suitable resources that reflect diverse student backgrounds.

To address this, schools should provide teachers with access to a well-curated repository of instructional materials, including culturally relevant texts and multimedia resources. Additionally, training on instructional material selection and adaptation should be incorporated into teacher development programs to enhance resource utilization.

Table 5 Struggles of Elementary English Teachers in Handling English Subjects in Terms of Instructional Materials

Statement	Mean	SD	VI	QD
As an English teacher, I struggled on…				
1. Choosing appropriate and engaging instructional materials, such as books, articles, videos, and digital resources that align with curriculum standards and cater to diverse learners.	2.85	0.86	Agree	Struggling
2. Ensuring that the chosen materials are culturally responsive, inclusive, and representative of diverse backgrounds, experiences, and perspectives.	2.75	0.83	Agree	Struggling
3. Keeping up with evolving English language arts standards and incorporating new instructional materials to meet the standards.	2.73	0.82	Agree	Struggling
4. Modifying instructional materials to cater to pupils with different learning needs, such as English language learners or those with learning disabilities.	2.78	0.85	Agree	Struggling
5. Incorporating digital resources and tools into instructional materials.	2.79	0.87	Agree	Struggling
6. Deciding when to use teacher-created materials versus commercially available resources.	2.73	0.85	Agree	Struggling
7. Providing accessible instructional materials for students with different learning needs, such as large print, audio, or digital formats, as it requires understanding various accessibility guidelines and techniques.	2.80	0.85	Agree	Struggling
8. Keeping track of and organizing a vast collection of instructional materials, as it requires efficient storage and retrieval systems.	2.80	0.86	Agree	Struggling
9. Using multimedia resources, such as videos, podcasts, or interactive websites, as it requires careful planning and scaffolding to ensure pupils engage with the content meaningfully.	2.80	0.85	Agree	Struggling
10. Ensuring that the chosen instructional materials align with the intended learning objectives and support pupils' growth.	2.67	0.92	Agree	Struggling
Average	**2.77**	**0.74**	**Agree**	**Struggling**

Legend: 1.00-1.74 Strongly Disagree (Not Struggling); 1.75-2.49 Disagree (Less Struggling); 2.50-3.24 Agree (Struggling); 3.25-4.00 Strongly Agree (Very Struggling)

Teachers also experience difficulties in obtaining administrative support, with an average mean of 2.75 (SD = 0.71). The most significant challenge was requesting adequate resources such as books, technology, and professional development opportunities (M = 2.88, SD = 0.82). Knezek and Christensen (2020) hig-

hlight those inadequate resources can negatively impact teachers' effectiveness and job satisfaction.

To mitigate these concerns, school administrators must actively collaborate with teachers to identify and address resource gaps. Increased funding for classroom materials, along with structured mentorship programs, can create a more supportive teaching environment. Strengthening communication between educators and administrators can also lead to better decision-making processes regarding resource allocation.

Table 6 Struggles of Elementary English Teachers in Handling English Subjects in terms of Support of School Administrators to Academic Success

Statement	Mean	SD	VI	QD
As an English teacher, I struggled on…				
1. Maintaining open and effective communication channels between English teachers and school administrators.	2.72	0.86	Agree	Struggling
2. Requesting adequate resources, such as books, technology, or professional development opportunities due to budget constraints or administrative priorities.	2.88	0.82	Agree	Struggling
3. Ensuring that the English subject is valued and recognized as a crucial component of a well-rounded education.	2.75	0.83	Agree	Struggling
4. Accessing relevant and targeted professional development opportunities to enhance teaching skills and stay updated on best practices.	2.75	0.83	Agree	Struggling
5. Receiving consistent and constructive feedback from administrators on teaching practices and student progress, as it may depend on the administrator's availability and priorities.	2.70	0.86	Agree	Struggling
6. Engaging in meaningful collaboration with administrators to discuss instructional strategies, student performance, or curriculum development, as administrators may have limited time.	2.72	0.85	Agree	Struggling
7. Obtaining the necessary resources, accommodations, or interventions for diverse learners, such as English language learners or those with learning disabilities.	2.78	0.83	Agree	Struggling
8. Receiving clear and consistent expectations from administrators regarding English subject goals, objectives, and assessment requirements	2.74	0.84	Agree	Struggling
9. Experiencing fair and constructive observations and evaluations from administrators, as it may depend on the administrator's understanding of the English subject and teaching practices.	2.74	0.84	Agree	Struggling

10. Participating in school-wide decisions that impact the English subject, such as curriculum development, staffing, or resource allocation, without proper administrative support and involvement.	2.75	0.90	Agree	Struggling
Average	**2.75**	**0.71**	**Agree**	**Struggling**

Legend: 1.00-1.74 Strongly Disagree (Not Struggling); 1.75-2.49 Disagree (Less Struggling); 2.50-3.24 Agree (Struggling); 3.25-4.00 Strongly Agree (Very Struggling)

Difference on the Academic Struggles of Elementary English Teachers when Grouped by Profile

Statistical analysis indicates that struggles related to content knowledge, assessment strategies, instructional materials, and administrative support do not significantly differ based on age, sex, years of teaching experience, or specialization. However, educational attainment was found to be a significant factor influencing struggles in all areas. Teachers with doctorate degrees reported significantly fewer struggles compared to those with lower qualifications ($p < 0.05$). According to Kraft, Blazar, and Hogan (2018), teachers with advanced degrees demonstrate stronger pedagogical skills and subject matter expertise, leading to reduced instructional challenges.

These findings highlight the importance of encouraging higher education and continuous learning among teachers. Schools should provide incentives for educators to pursue graduate studies and professional certification programs. Additionally, mentorship programs where experienced teachers guide those with less training can be beneficial in reducing pedagogical struggles.

Table 7. Difference in the Struggles of Elementary English Teachers in Handling English Subjects when Grouped According to their Profile

Profile	Variable	F	P	D	I
Age	Content Knowledge	.31	.91	NR	NS
	Assessment Strategy	.56	.73	NR	NS
	Instructional Material	.48	.79	NR	NS
	School Administrator's Support to Academic Success	.78	.56	NR	NS
Sex	Content Knowledge	1.59	.21	NR	NS
	Assessment Strategy	.73	.39	NR	NS
	Instructional Material	1.39	.24	NR	NS
	School Administrator's Support to Academic Success	1.82	.18	NR	NS
Highest Educational Attainment	Content Knowledge	5.44	.001	R	S
	Assessment Strategy	5.32	.001	R	S
	Instructional Material	3.98	.01	R	S
	School Administrator's Support to Academic Success	2.84	.04	R	S
Number of Years in Teaching	Content Knowledge	1.34	.26	NR	NS
	Assessment Strategy	2.08	.08	NR	NS
	Instructional Material	1.28	.28	NR	NS

	School Administrator's Support to Academic Success	1.02	.40	NR	NS
Specialization	Content Knowledge	.84	.56	NR	NS
	Assessment Strategy	.62	.74	NR	NS
	Instructional Material	1.01	.43	NR	NS
	School Administrator's Support to Academic Success	.66	.70	NR	NS
Legend:	D – Decision on Ho	I – Interpretation			
	R – Rejected	S – Significant			
	NR- Not Rejected	NS -Not Significant			

Table 8. Pairwise Comparison for the Difference on Struggles of Elementary English Teachers in Handling English Subjects when Grouped by Highest Educational Attainment

Variable	Highest Educational Attainment (Mean)			P	D	I
Content Knowledge	Undergraduate Degree (2.91)		Masters Units (2.85)	.975	NR	NS
	Undergraduate Degree (2.91)		Masters Graduate (2.85)	.990	NR	NS
	Undergraduate Degree (2.91)		Doctorate Units/Grad (2.15)	.005	R	S
	Masters Units (2.85)		Masters Graduate (2.85)	1.000	NR	NS
	Masters Units (2.85)		Doctorate Units/Grad (2.15)	.002	R	S
	Masters Graduate (2.85)		Doctorate Units/Grad (2.15)	.007	R	S
Assessment Strategy	Undergraduate Degree (2.76)		Masters Units (2.81)	.989	NR	NS
	Masters Units (2.85)		Masters Graduate (2.95)	.764	NR	NS
	Undergraduate Degree (2.76)		Doctorate Units/Grad (2.11)	.040	R	S
	Masters Units (2.81)		Masters Graduate (2.95)	.766	NR	NS
	Masters Units (2.81)		Doctorate Units/Grad (2.11)	.004	R	S
	Masters Graduate (2.95)		Doctorate Units/Grad (2.11)	.002	R	S
Instructional Material	Undergraduate Degree (2.74)		Masters Units (2.82)	.945	NR	NS
	Undergraduate Degree (2.74)		Masters Graduate (2.81)	.978	NR	NS
	Undergraduate Degree (2.74)		Doctorate Units/Grad (2.19)	.097	NR	NS
	Masters Units (2.82)		Masters Graduate (2.81)	1.000	NR	NS
	Masters Units (2.82)		Doctorate Units/Grad (2.19)	.009	R	S
	Masters Graduate (2.81)		Doctorate Units/Grad (2.19)	.031	R	S
Support of Admin to	Undergraduate Degree (2.72)		Masters Units (2.8)	.952	NR	NS

Academic Success	Undergraduate Degree (2.72)	Masters Graduate (2.78)	.992	NR	NS
	Undergraduate Degree (2.72)	Doctorate Units/Grad (2.28)	.223	NR	NS
	Masters Units (2.8)	Masters Graduate (2.78)	.997	NR	NS
	Masters Units (2.8)	Doctorate Units/Grad (2.28)	.040	R	S
	Masters Graduate (2.78)	Doctorate Units/Grad (2.28)	.115	NR	NS
Legend:	D – Decision on Ho	I – Interpretation			
	R – Rejected	S – Significant			
	NR- Not Rejected	NS -Not Significant			

Competencies that were Considered Difficult to the Teachers and the Assistance needed to cope with the Academic Struggles

Key competencies identified as challenging include writing skills, reading comprehension, and grammar instruction. Teachers particularly struggle with teaching paragraph writing, summarization, and word usage. Martinez and Velasco (2019) suggest that breaking down sentence construction into manageable components can improve writing instruction. Similarly, Solis and Reyes (2021) emphasize the importance of scaffolding reading comprehension activities to enhance students' analytical skills.

To address these difficulties, professional development programs should emphasize targeted instructional techniques for teaching writing, comprehension, and grammar. Providing access to instructional materials, peer mentorship, and technology-based learning resources can further support teachers in overcoming these academic struggles.

Line 1: "Writing a simple story because learners nowadays cannot easily construct sentences in a proper way."

Table 9 Competencies that were Considered Difficult to the Teachers and the Assistance needed to cope with the Academic Struggles

English Topics/Competencies	Lines	Context	Subtext	Assistance Needed to Cope with Academic Struggles
Writing Skills	Line 1	Writing paragraphs, essays, and short stories	Exploring the art of structuring and developing ideas into cohesive and engaging narratives across various formats.	Attending seminars, workshops, and training sessions related to effective writing workshops.
	Line 2	Composing clear and coherent sentences	Mastering the essentials of sentence	Providing instructional materials and

			construction to ensure precision and readability in written communication.	books for writing improvement.
	Line 3	Writing feature articles, news reports, and reaction papers	Crafting informative and persuasive content tailored to different journalistic styles and analytical perspectives.	Peer collaboration, mentorship, and guidance to improve writing effectiveness.
	Line 4	Organizing ideas in writing tasks	Systematically arranging thoughts and arguments to enhance clarity and logical flow in written assignments.	Strategies for task management and setting realistic goals.
Reading Comprehension	Line 5	Understanding and interpreting texts	Analyzing and deriving meaning from various written materials to grasp deeper insights and implications.	Comprehending and analyzing informational and expository texts through professional development.
	Line 6	Summarizing and restating information	Condensing key points and rephrasing content to capture the essence and maintain the original message's clarity.	Encouraging parental involvement in supporting learners' reading comprehension skills.
	Line 7	Retelling stories and noting details	Reconstructing narratives and emphasizing important elements to convey the story's core and nuances effectively.	Establishing communication channels between teachers and parents.

Grammar and Vocabulary	Line 8	Sentence construction and grammatical structures	Building well-formed sentences and mastering grammar rules to enhance clarity in written expression.	Attending training sessions on grammar instruction and effective teaching strategies.
	Line 9	Expanding vocabulary and understanding word usage	Enriching language skills by learning new words and their appropriate contexts to improve communication and comprehension.	Providing technological resources, including ICT and internet access.
	Line 10	Understanding complex grammar concepts such as verb tenses and clauses	Grasping intricate grammatical principles to accurately convey time, relationships, and conditions in sophisticated writing.	Training in using technology effectively for grammar instruction.

This line implies that simplifying storytelling may be a practical strategy to address the current challenges learners face with sentence construction. This approach can help students build their writing skills gradually by focusing on clear, straightforward narratives that do not overwhelm them with complex structures. By starting with simpler stories, educators can provide learners with a more manageable context to practice and improve their sentence formation, potentially enhancing their overall writing proficiency over time.

Simplifying storytelling as a pedagogical strategy can be highly effective in addressing the difficulties learners face with sentence construction. According to Harris and Graham (2019), beginning with simple writing tasks allows students to focus on fundamental writing skills without the added complexity of advanced structures. By using clear and straightforward narratives, educators can create a supportive learning environment where students practice constructing sentences in a less overwhelming context. This approach aligns with the principles of scaffolded learning, which suggest that breaking down complex skills into manageable parts can facilitate incremental learning and improve proficiency (Meyer & Rose, 2020). As students become more comfortable with basic sentence structures, they can gradually progress to more complex writing tasks, thereby enhancing their overall writing abilities over time.

One significant struggle teachers face is composing clear and coherent sentences, which requires mastery

of grammatical accuracy and sentence structure. Grammatical precision ensures readability, while sentence variety and appropriate word choice enhance engagement (Salvadora, 2021). Teaching sentence construction with a focus on coherence and grammar is crucial. Breaking down sentence construction into manageable components—such as subject-verb agreement and punctuation—enables learners to understand the mechanics of clear communication (Martinez & Velasco, 2019). Providing instructional materials and books for writing improvement can serve as valuable resources in addressing these concerns.

Line 2: "Compose clear and coherent sentences using appropriate grammatical structure."

This line means the importance of grammatical accuracy and sentence structure in developing strong written communication skills. The focus on constructing coherent sentences highlights the need for mastering basic grammatical rules while also considering the context and purpose of the writing. By emphasizing these fundamentals, learners can build a strong foundation for effective communication. Teaching sentence construction with a focus on coherence and grammar is crucial in enhancing students' writing skills. According to Martinez and Velasco (2019), breaking down sentence construction into manageable components—such as subject-verb agreement and punctuation—enables learners to understand the mechanics of clear communication. Simultaneously, Lopez and Galang (2020) suggest that incorporating real-world examples and practical exercises can make lessons more relatable and engaging. By gradually introducing complexity, students can gain confidence in their ability to compose precise and well-structured sentences, fostering both readability and communicative effectiveness over time. This scaffolded approach ensures a solid grasp of sentence construction, empowering students to advance to more intricate forms of writing as their proficiency improves.

In journalistic writing, the ability to craft feature articles, news reports, and reaction papers presents another challenge. Feature articles focus on engaging narratives and vivid details (Mendoza, 2021), while news reports prioritize concise, factual delivery structured around the "5Ws and H" (Villacorte, 2019). Reaction papers blend analysis and reflection, emphasizing critical insights (Camacho, 2020). Teachers often struggle to organize ideas due to comprehension difficulties, making peer collaboration, mentorship, and guidance essential for improving writing effectiveness (Ramirez & Toralba, 2022)

Line 3: "Writing feature articles and identifying the main idea, key sentences, and supporting details from text listened to because of the lack of comprehension."

This line emphasizes the challenge of organizing ideas from sources due to comprehension difficulties. Strengthening listening and analytical skills can help identify main ideas and supporting details, essential for crafting coherent and engaging content. Ramirez and Toralba (2022) recommend active listening exercises and annotated readings to improve comprehension. Scaffolded writing activities, such as outlining and step-by-step drafting, provide a structured approach for enhancing writing proficiency (Datuin & Ferrer, 2021).

Writing tasks, such as paragraph composition, require clear organization of ideas to ensure logical flow and coherence. Complex sentences add depth but also pose challenges for students struggling to structure their thoughts (Navarro, 2020). Organizing ideas with proper transitions and logical sequencing is crucial for clarity (Villamor, 2019). Strengthening foundational writing skills through guided practice and structured exercises can help educators and students alike enhance their writing proficiency. Task management strategies and setting realistic goals can provide additional support.

Line 4: "Writing a paragraph using compound and complex sentences. Pupils can hardly write even a paragraph."

This line emphasizes the difficulty students face in constructing cohesive paragraphs, especially when att-

empting to use more complex sentence structures. Strengthening basic writing skills can help students progress gradually towards mastering more intricate sentence forms. Valdez and Tan (2021) suggest using guided practice with simpler sentence structures before progressing to compound and complex sentences. Scaffolded writing exercises, where students build paragraphs step by step, can help improve their organizational skills (Ramos & Cruz, 2020).

Reading Comprehension:

Reading comprehension is another critical area where teachers encounter difficulties. Comprehension extends beyond recognizing words—it involves interpreting and deriving meaning from text. While many students can read fluently, they struggle with analyzing and understanding content (Lacson, 2020). Effective comprehension skills are vital for extracting key ideas, making inferences, and connecting concepts across different materials (Dela Cruz, 2019). Addressing this gap requires professional development programs focused on comprehending and analyzing informational and expository texts.

Line 5: "Reading comprehension because most children know how to read but don't understand what is being read."

This line implies the gap between reading fluency and comprehension. Although students can decode words, they often fail to grasp the full meaning, which limits their ability to analyze and interpret texts. Solis and Reyes (2021) recommend strategies like summarizing, questioning, and making connections to prior knowledge. Scaffolded reading activities, such as guided discussions and reflective exercises, can help students improve their interpretive skills (Lima & Perez, 2020). These methods enable students to move beyond surface-level reading and develop a deeper understanding of texts.

Summarizing and restating information are essential skills for reinforcing understanding. Students often struggle to condense key points without omitting crucial details (Mariano, 2021). Teachers also face challenges in guiding students to capture the essence of a text while maintaining clarity. Practicing summarization with simple texts before advancing to more complex materials can be beneficial (Castro & Lopez, 2020). Encouraging parental involvement in reading activities at home further supports students' comprehension skills.

Line 6: "Summarize and restate information shared by others."

This line implies the difficulty many students face in effectively summarizing content. While they may capture some points, they often miss the clarity and precision necessary for an accurate restatement. Castro and Lopez (2020) suggest practicing with simple texts before progressing to more complex materials. Through repeated practice and feedback, students can learn to distill the essence of the material while preserving its meaning. This approach helps develop efficient summarization skills while maintaining clarity and coherence in their communication.

Retelling a story demand extracting and emphasizing key details while maintaining the narrative's essence. Students may struggle with this due to limited English proficiency, particularly those who primarily speak Surigaonon. Language barriers hinder their ability to articulate stories effectively (Sanchez & Medina, 2021). Implementing bilingual storytelling and creating communication channels between teachers and parents can help bridge this gap, allowing students to practice expressing ideas confidently in English.

Line 7: "Retell events from a story children can find it hard to speak English because they are used to Surigaonon."

This line suggests that language barriers can hinder students from retelling stories effectively. While they may understand the content, their limited English proficiency impedes their ability to express the narrative clearly. As noted by Sanchez and Medina (2021), language practice and bilingual storytelling can help bridge this gap. By allowing students to first retell stories in their native language before transitioning to English, teachers can foster confidence and ensure they grasp the narrative structure. This approach facilitates smoother transitions in language use while emphasizing the essential elements of storytelling.

Grammar and Vocabulary:

Grammar and vocabulary development are essential for effective communication. Teachers often find sentence construction and grammatical structures challenging, particularly in instructing students on verb tenses and clauses. Sentence structure mastery is crucial for clarity in written expression (Navarro, 2020). Attending training sessions on grammar instruction and effective teaching strategies can significantly enhance teaching effectiveness in this area.

Line 8: "Expanding vocabulary and understanding word usage."

This line emphasizes the importance of building vocabulary to enhance sentence construction. Students who possess a broader vocabulary are better equipped to form grammatically correct and meaningful sentences. According to Salvador (2021), when students can accurately choose words based on context, their writing becomes clearer and more precise. Mastery of word usage is essential in improving both written expression and comprehension, enabling students to convey ideas with clarity and depth.

Expanding vocabulary and understanding word usage are also significant challenges. Enriching language skills through exposure to new words and appropriate contexts can improve both communication and comprehension. Providing technological resources, including ICT tools and internet access, can facilitate vocabulary expansion and grammar instruction. Training in technology integration for grammar instruction is also recommended to enhance teaching methods and student engagement.

Line 9: "Word clines because this topic requires children to grasp ideas. Children have limited vocabulary."

This line cites the challenge that children face in grasping abstract concepts due to their limited vocabulary. Word clines, or the gradual increase in the complexity of words, can aid in overcoming this hurdle. According to Rindi (2021), introducing students to a range of vocabulary through word clines allows them to expand their understanding by learning words that share similar meanings but vary in intensity. By mastering these word variations, children can express ideas more precisely and strengthen their overall language comprehension.

Understanding complex grammar concepts like verb tenses, clauses, and sentence structures is essential for crafting precise and effective sentences. These concepts help convey time, conditions, and relationships clearly, contributing to the sophistication of writing (Paredes, 2020). Mastery of these concepts allows students to write with greater accuracy and coherence, making their ideas more impactful (Ramirez, 2019). Training in using technology effectively for grammar instruction is advised.

Line 10: "Intricate grammar concepts such as verb tenses, clauses, and sentence structures. I find it difficult because it confuses me the rules and structures in making sentences correct."

This line emphasizes the challenges students face when trying to master complex grammar rules. Verb tenses, clauses, and sentence structures are often confusing because they involve multiple layers of rules that govern how ideas are expressed over time and in different contexts. According to Diaz (2021), breaking down these concepts into smaller, manageable parts can help students gradually understand how these elements interact. Through practice and targeted instruction, students can learn to apply these complex rules more effectively, improving the accuracy of their writing over time.

Faculty Development Plan for Non-English Teachers
Rationale

The academic struggles identified among elementary English teachers in Department of Education Surigao City Division highlight significant areas that non-English teachers can support to enhance instructional practices. Non-English teachers often play a crucial role in fostering literacy and language skills in their students, especially in the context of diverse learning needs. By addressing the challenges related to content knowledge, assessment strategies, instructional materials, and support from school administrators, this Faculty Development Plan aims to empower non-English teachers to create a more effective and inclusive learning environment for their students.

Objectives	Implementation Strategies
Enhance Content Knowledge and Curriculum Understanding Provide English teachers with the necessary knowledge and skills related to the English curriculum to better support students' language development.	Workshops and Seminars Organize professional development workshops focused on curriculum understanding, assessment techniques, and innovative teaching strategies.
Develop Effective Assessment Strategies Equip teachers with innovative assessment techniques to evaluate students' language proficiency and adapt instruction accordingly.	Mentorship Program Implement a mentorship program where experienced teachers guide less experienced colleagues in effective assessment methods.
Improve Access to Instructional Materials Ensure that English teachers have access to appropriate instructional materials, resources, and textbooks that support English language learning.	Resource Provision Create a centralized resource hub where teachers can access instructional materials, textbooks, and technology tools for English language teaching.
Foster Innovative Teaching Strategies Train teachers on diverse teaching strategies that promote engagement and collaboration among students while addressing different learning styles.	Peer Learning Groups Establish peer learning groups that encourage regular collaboration among teachers to share insights and strategies in a supportive environment.

Encourage Peer Collaboration and Support Establish a network of collaboration among teachers to share best practices, resources, and experiences, fostering a supportive professional community.	Peer Learning Groups Encourage teachers to engage in regular collaboration and knowledge-sharing sessions.
Integrate ICT into Teaching Provide training on integrating information and communication technology (ICT) into teaching practices to enhance the learning experience.	Workshops and Training Offer ICT training sessions to enhance digital literacy and integrate technology in lesson planning.
Promote Parental Involvement Develop strategies to encourage and involve parents in their children's academic progress, particularly in supporting language learning at home.	Parental Involvement Workshops Conduct workshops for parents, equipping them with tools and strategies to support their children's language learning.
Support Task Management and Workload Reduction Provide strategies for effective task management to help teachers balance their responsibilities and reduce workload-related stress.	Task Management Training Offer training sessions on time management, organization, and effective workload management for teachers.

Conclusion and Recommendations

The study concluded that a significant proportion of elementary English teachers, predominantly experienced females with English as their major field, encounter academic struggles across content knowledge, assessment strategies, instructional materials, and administrative support. Notably, teachers with higher educational attainment reported fewer challenges in these areas. Key competencies identified as difficult to teach included writing, reading comprehension, grammar, and vocabulary. To address these challenges, the study underscored the need for targeted professional development, access to instructional resources and technology, innovative teaching strategies, effective task management, ICT integration, parental involvement, and curriculum adaptations to support diverse learners.

The study's recommendations emphasize strengthening support for elementary English teachers by recognizing the leadership potential of experienced female educators and allocating resources to address their academic struggles. The Department of Education should provide targeted professional development, including workshops and training on content knowledge, assessment strategies, and innovative instructional techniques. Teachers are encouraged to collaborate, share best practices, and advocate for access to resources that improve both teaching and learning experiences. Prioritized training programs should focus on addressing challenging competencies such as grammar, reading comprehension, and critical thinking integration. Lastly, researchers are urged to explore and evaluate the effectiveness of interventions that enhance curriculum adaptation, support diverse learners, and promote continuous professional growth in elementary English education.

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