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Elementary Teaching Practices and Learner Readiness for Secondary Education at Calupaan Elementary School

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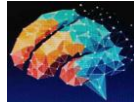
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ABSTRACT: Learner readiness is a critical determinant of academic engagement and achievement in elementary education, particularly in public schools where learners present diverse cognitive, behavioral, and socio-emotional profiles. This study examined the teaching practices employed by elementary teachers and their relationship to learner readiness at Calupaan Elementary School. Using a descriptive-correlational research design, the study involved elementary teachers and learners across selected grade levels. Data were gathered through a validated teaching practices survey, a learner readiness assessment covering cognitive, behavioral, and emotional domains, and classroom observation checklists. Descriptive statistics and inferential analyses were used to determine prevailing teaching practices and their association with learner readiness. Findings revealed that teachers frequently employed structured instruction, scaffolding, contextualized activities, and positive behavior support strategies. Learners demonstrated moderate to high levels of readiness, particularly in behavioral and emotional domains, while cognitive readiness varied across grade levels. Statistical analysis indicated a significant relationship between learner-centered teaching practices and learner readiness, highlighting the importance of structured, responsive, and inclusive instructional approaches. The study underscores the role of effective elementary teaching practices in promoting learner preparedness and offers implications for instructional planning, teacher professional development, and school-based support systems.

Keywords: elementary teaching practices, learner readiness, instructional strategies, public elementary schools



1. Introduction

Learner readiness in elementary education refers to learners' preparedness to engage meaningfully in academic tasks, encompassing cognitive, behavioral, and socio-emotional dimensions. In the Philippine public school context, elementary classrooms are characterized by learner diversity in terms of prior knowledge, learning pace, motivation, and home support. These conditions necessitate teaching practices that are responsive, structured, and developmentally appropriate.

Research consistently emphasizes that teaching practices significantly influence learners' readiness to learn. Instructional clarity, scaffolding, classroom routines, and supportive teacher-learner interactions contribute to learners' ability to focus, participate, and persist in learning tasks. In elementary settings, where foundational skills are formed, the alignment between teaching practices and learner readiness becomes especially crucial.

Despite the recognized importance of learner readiness, empirical studies examining its relationship with everyday teaching practices in rural and semi-urban public elementary schools remain limited. Calupaan Elementary School, like many public schools, serves learners with varied readiness levels shaped by socio-economic and contextual factors. Understanding how teaching practices support or hinder learner readiness in this context can provide evidence-based guidance for instructional improvement.

This study therefore investigated elementary teaching practices and learner readiness at Calupaan Elementary School, focusing on how instructional approaches relate to learners' preparedness across key developmental domains.

2. Theoretical Framework

This study is anchored on **Constructivist Learning Theory**, **Vygotsky's Sociocultural Theory**, and **Developmentally Appropriate Practice (DAP)**.

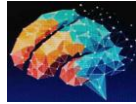
Constructivist theory posits that learners actively construct knowledge through interaction with their environment and instructional experiences. Teaching practices that encourage exploration, guided discovery, and contextual learning enhance learners' readiness to engage cognitively.

Vygotsky's concept of the **Zone of Proximal Development (ZPD)** highlights the role of scaffolding and social interaction in learning. Instruction that provides guided support enables learners to move from assisted to independent performance, thereby strengthening readiness.

Developmentally Appropriate Practice emphasizes alignment between instruction and learners' developmental levels. Teaching strategies that consider learners' cognitive, emotional, and behavioral readiness promote engagement and reduce learning barriers in elementary classrooms.

Together, these frameworks suggest that structured, learner-centered, and scaffolded teaching practices are essential in fostering learner readiness.

3. Research Objectives



This study aimed to:

1. Describe the elementary teaching practices employed at Calupaan Elementary School in terms of instructional structure, learner engagement, assessment, and classroom management.
2. Determine the level of learner readiness in cognitive, behavioral, and emotional domains.
3. Examine the relationship between teaching practices and learner readiness.
4. Identify implications for instructional improvement and school-based interventions.

4. Methodology

4.1 Research Design

The study employed a descriptive–correlational research design to examine existing teaching practices and their relationship to learner readiness without manipulating variables.

4.2 Participants

Participants included elementary teachers and learners from selected grade levels at Calupaan Elementary School. Teachers were selected using total enumeration, while learners were chosen through stratified sampling to ensure representation across grade levels.

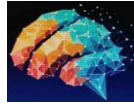
4.3 Research Instruments

Data were collected using three complementary instruments designed to capture both instructional practices and learner readiness in the classroom context. The Teaching Practices Questionnaire was used to measure teachers' instructional strategies, including instructional structure and clarity, scaffolding practices, classroom management, and learner engagement strategies. The Learner Readiness Assessment Tool assessed learners' preparedness across three domains: cognitive readiness, which included indicators such as attention and task understanding; behavioral readiness, which focused on self-regulation and participation; and emotional readiness, which examined learners' confidence and motivation toward learning. To triangulate self-reported and learner-based data, a Classroom Observation Checklist was employed to validate actual instructional practices and corresponding learner responses during classroom interactions. All instruments were subjected to content validation by subject-matter and research experts and underwent reliability testing prior to administration to ensure their validity, consistency, and appropriateness for the study context.

4.4 Data Collection Procedure

Permission was obtained from school authorities. Teachers and learners were oriented on the purpose of the study. Surveys were administered, and classroom observations were conducted during regular instructional periods.

4.5 Data Analysis



Descriptive statistics (mean, standard deviation) were used to describe teaching practices and learner readiness levels. Pearson correlation analysis was employed to determine the relationship between teaching practices and learner readiness.

Results

1. Extent of Elementary Teaching Practices

This section presents the descriptive statistics describing the extent of teaching practices employed by teachers at Calupaan Elementary School, measured using a 5-point Likert scale (1 = Very Low, 5 = Very High).

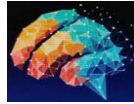
Table 1. Mean and Standard Deviation of Teaching Practices

Teaching Practices Domain	Mean	SD	Interpretation
Instructional Structure and Clarity	4.32	0.48	Very High
Scaffolding Strategies	4.25	0.52	Very High
Classroom Management Practices	4.18	0.50	High
Learner Engagement Strategies	4.10	0.55	High
Overall Teaching Practices	4.21	0.44	Very High

The overall mean score for teaching practices ($M = 4.21$, $SD = 0.44$) indicates that teachers at Calupaan Elementary School very frequently employ effective instructional practices. The relatively low standard deviation suggests consistency in instructional approaches across classrooms. This finding aligns with research emphasizing that teacher-provided classroom structure and clarity are central features of effective instruction and are consistently observed in high-functioning elementary classrooms (Patall et al., 2024).

Instructional structure and clarity obtained the highest mean ($M = 4.32$, $SD = 0.48$), indicating that teachers consistently provide clear objectives, step-by-step explanations, and organized lesson delivery. Studies have shown that instructional clarity reduces cognitive load, enhances students' understanding of expectations, and positively influences academic emotions and engagement (Chen & Lu, 2022). Moreover, meta-analytic evidence confirms that structured teaching practices are significantly associated with higher levels of student engagement and academic achievement, particularly in foundational grade levels where learners rely heavily on explicit guidance (Patall et al., 2024).

Scaffolding strategies were also rated very high ($M = 4.25$, $SD = 0.52$), suggesting that teachers regularly model tasks, provide guided practice, and gradually release responsibility to learners. This finding is consistent with sociocultural and constructivist perspectives, which emphasize the role of scaffolding in supporting learners within their zone of proximal development (Vygotsky, 1978). Empirical reviews of teacher-student interactions indicate that effective scaffolding characterized by contingent support, feedback and fading facilitates learners' transition from assisted to independent task performance (Van de Pol et al., 2010). The high level of scaffolding observed in this study suggests that instructional support is intentionally embedded in daily teaching practices.



Classroom management practices ($M = 4.18$, $SD = 0.50$) and learner engagement strategies ($M = 4.10$, $SD = 0.55$) were rated high rather than very high, indicating strong but slightly more variable implementation across classrooms. This pattern is consistent with prior research showing that while classroom management establishes a stable learning environment, engagement strategies are often influenced by lesson content, available resources, and class composition (Roorda et al., 2017). Evidence from school-wide positive behavioral interventions demonstrates that effective classroom management contributes to improved attention, emotion regulation, and reduced behavioral disruptions, which indirectly support instructional engagement (Bradshaw et al., 2012).

Overall, the very high ratings for instructional clarity and scaffolding highlight the emphasis placed by teachers on structured and supportive teaching practices approaches widely recognized in the literature as high-impact strategies for elementary instruction (Patall et al., 2024; Van de Pol et al., 2010).

2. Level of Learner Readiness

Learner readiness was examined across three domains: cognitive, behavioral, and emotional readiness.

Table 2. Mean and Standard Deviation of Learner Readiness

Learner Readiness Domain	Mean	SD	Interpretation
Cognitive Readiness	3.62	0.61	Moderate
Behavioral Readiness	4.05	0.56	High
Emotional Readiness	3.98	0.58	High
Overall Learner Readiness	3.88	0.49	High

The overall learner readiness mean ($M = 3.88$, $SD = 0.49$) indicates that learners generally demonstrate a high level of readiness to engage in classroom learning activities. Readiness is widely conceptualized as a multidimensional construct encompassing cognitive preparedness, behavioral regulation, and emotional adjustment to school demands (Snow et al., 1998).

Behavioral readiness recorded the highest mean ($M = 4.05$, $SD = 0.56$), suggesting that most learners are able to follow classroom rules, sustain attention, and participate appropriately in instructional activities. This finding is consistent with evidence indicating that structured classroom routines and positive behavior support systems enhance learners' self-regulation and on-task behavior (Bradshaw et al., 2012). High behavioral readiness reflects the effectiveness of classroom management practices in creating predictable and supportive learning environments.

Emotional readiness was also high ($M = 3.98$, $SD = 0.58$), indicating that learners exhibit confidence, willingness to engage, and positive attitudes toward learning. Research has consistently demonstrated that supportive teacher–student relationships and positive classroom climates contribute to learners' emotional engagement and motivation (Roorda et al., 2011). Learners who feel emotionally supported are more likely to persist in tasks and participate actively in learning activities.

Cognitive readiness showed a comparatively lower mean ($M = 3.62$, $SD = 0.61$), indicating moderate readiness and greater variability among learners. This variability suggests differences in prior



knowledge, comprehension skills, and academic preparedness an expected pattern in public elementary school contexts characterized by diverse learner backgrounds. Studies on school readiness emphasize that cognitive readiness is strongly influenced by early learning experiences and home environments, and may not fully align with behavioral and emotional readiness levels (Snow et al., 1998).

3. Comparative Summary of Teaching Practices and Learner Readiness

Table 3. Summary of Overall Means

Variable	Mean	SD	Level
Overall Teaching Practices	4.21	0.44	Very High
Overall Learner Readiness	3.88	0.49	High

The results show that while teaching practices are implemented at a very high level, learner readiness remains high but not equivalent, particularly in the cognitive domain. This discrepancy is consistent with existing literature indicating that high-quality instruction enhances engagement and behavior, but cognitive readiness may continue to vary due to factors beyond classroom instruction, such as learners' prior exposure to literacy and numeracy skills and home learning support (Snow et al., 1998; Van de Pol et al., 2010).

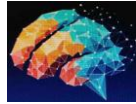
6. Discussion

This study examined the extent of elementary teaching practices and the level of learner readiness at Calupaan Elementary School, with particular attention to instructional structure, scaffolding, classroom management, learner engagement, and learners' cognitive, behavioral, and emotional readiness. The findings reveal a coherent pattern in which very high levels of teaching practice implementation coexist with high but uneven levels of learner readiness, especially across readiness domains.

Teaching Practices as Foundations for Learner Readiness

The very high overall rating for teaching practices indicates that teachers consistently apply instructional approaches widely recognized as effective in elementary education. The prominence of instructional structure and clarity aligns with extensive literature demonstrating that clear learning objectives, explicit explanations, and organized lesson sequences reduce cognitive ambiguity and support learner engagement, particularly in foundational grades (Patall et al., 2024). Instructional clarity has been shown to enhance students' academic emotions and motivation by helping learners understand expectations and learning goals (Chen & Lu, 2022). The consistency reflected in the low standard deviation further suggests a shared instructional culture within the school, which contributes to stability in classroom experiences.

Similarly, the very high level of scaffolding strategies indicates that teachers regularly support learners through modeling, guided practice, and gradual release of responsibility. This finding is strongly supported by sociocultural theory, which emphasizes learning as a socially mediated process occurring within learners' zones of proximal development (Vygotsky, 1978). Empirical reviews confirm that contingent and adaptive scaffolding enables learners to move from assisted performance toward



independent task completion, particularly when learners display uneven levels of readiness (Van de Pol et al., 2010). In the context of this study, the strong emphasis on scaffolding suggests that teachers are actively responding to learner variability rather than assuming uniform readiness.

While classroom management practices and learner engagement strategies were rated slightly lower than clarity and scaffolding, their high levels still indicate effective classroom environments. Research on classroom management consistently shows that well-established routines and behavior expectations support learners' attention, reduce disruptions, and foster productive learning climates (Bradshaw et al., 2012). Engagement strategies, which often vary by subject matter and instructional time, may be more context-dependent, explaining their slightly greater variability. Nonetheless, prior meta-analytic evidence highlights the role of positive teacher behaviors and supportive interactions in promoting student engagement and participation (Roorda et al., 2017).

Patterns in Learner Readiness Across Domains

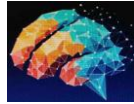
Learner readiness results reveal a nuanced pattern consistent with multidimensional readiness models. Behavioral readiness emerged as the strongest domain, suggesting that learners are generally capable of following rules, sustaining attention, and participating appropriately in classroom activities. This outcome reflects the influence of effective classroom management and structured routines, which are known to strengthen self-regulation and reduce behavioral barriers to learning (Bradshaw et al., 2012).

Emotional readiness was also high, indicating that learners display confidence, willingness to engage, and positive learning dispositions. Prior research emphasizes that supportive teacher-student relationships and emotionally safe classroom environments enhance learners' motivation and persistence (Roorda et al., 2011). The high emotional readiness observed in this study suggests that the instructional climate fostered by teachers promotes learners' sense of belonging and willingness to participate.

In contrast, cognitive readiness was rated only moderate and showed the greatest variability. This finding is consistent with readiness literature highlighting that cognitive preparedness is strongly shaped by prior learning experiences, early literacy and numeracy exposure, and home learning environments (Snow et al., 1998). Importantly, moderate cognitive readiness alongside high behavioral and emotional readiness suggests that learners are motivated and well-regulated but may still lack certain prerequisite academic skills. This pattern underscores the critical role of scaffolding and explicit instruction in compensating for initial skill gaps.

Teaching Practices and the Readiness Gap

The comparative analysis shows that although teaching practices are implemented at a very high level, learner readiness particularly cognitive readiness does not reach the same level. This finding aligns with broader research indicating that high-quality instruction can enhance engagement and behavior but may not fully eliminate differences in academic preparedness rooted in learners' backgrounds (Patall et al., 2024; Snow et al., 1998). The observed "gap" highlights the limits of instruction alone and points to the need for differentiated teaching, targeted remediation, and sustained academic support systems.



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From a pedagogical perspective, this gap reinforces the importance of responsive scaffolding, diagnostic assessment, and small-group instruction to address learner variability. Van de Pol et al. (2010) emphasized that scaffolding must be continuously adjusted based on learner needs and gradually withdrawn as competence develops. The findings of this study suggest that while scaffolding is already strong, further differentiation particularly for learners with lower cognitive readiness may enhance alignment between teaching practices and learner outcomes.

7. Conclusions

Elementary teaching practices at Calupaan Elementary School significantly influence learner readiness across cognitive, behavioral, and emotional domains. Learner-centered, structured, and developmentally appropriate instruction enhances learners' preparedness to engage in academic tasks. Strengthening these practices can support improved learning outcomes in public elementary school contexts.

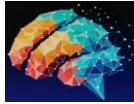
8. Recommendations

1. Teachers may continue strengthening scaffolded and contextualized instruction to address varying levels of cognitive readiness.
2. School administrators may design professional development programs focused on learner readiness and inclusive teaching strategies.
3. Future studies may adopt mixed-methods or longitudinal designs to explore changes in learner readiness over time.

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