

Original Research Article

CLASSROOM STRUCTURE SCHEMES OF TEACHERS AND LANGUAGE COMMUNICATION DIFFICULTIES OF STUDENTS IN PUBLIC SECONDARY SCHOOLS

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ABSTRACT

This study determined the extent of classroom structure schemes of teachers and language communication difficulties of secondary school students in Cluster 13, Division of Davao City. This study used the non-experimental quantitative research design utilizing correlational method. The respondents of this study were composed of 147 teachers in public secondary school using the universal sampling. The data analysis utilized the mean, Pearson r , and regression analysis. The findings disclosed that the extent of language communication difficulties of secondary school students was manifested oftentimes by the teachers. Meanwhile, the language communication difficulties of secondary school students were always manifested always. It was found out that there was a significant relationship between classroom structure schemes of teachers and language communication difficulties of secondary school students. It proved further, that the domains of classroom structure schemes of teachers significantly influence language communication difficulties of secondary school students. It is recommended that school heads enhance classroom structure schemes by improving aspects such as set expectations, accountability, and resource allocation to better address language communication difficulties. Additionally, targeted professional development for teachers should focus on simplifying instructional materials and integrating students' native dialects to improve communication effectiveness.

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Keywords: Classroom structure schemes, language communication difficulties, secondary school students

1. INTRODUCTION

A classroom structure scheme of teachers in English language development is absolutely essential to each school's effort to close the achievement gap of school and classroom structures for learning environment [1]. Classroom structuring schemes of teachers in English language development are the problems of many English learners in school communities [2]. School administrators and classroom teachers are seeking schemes for the solutions to these problems to ensure that these students acquire English and learn grade-level academic content [3].

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In global context, Murray & Christison [4] argued that there are problematic varieties of classroom structure schemes of teachers settings, and schemes that cannot be used to address this double challenge and several schools are seeing English learner achievement advance as a result of careful attention to this issue. Too often, however, the two threads glitches of classroom structuring skills of teachers lose their distinct focus. While it is true that

learning English and mastering content are interrelated, it is critically important that schools implement an appropriate, effective program to support student acquisition of English [5].

In the Philippines, Barrot [6] emphasized that the problems of classroom structure schemes is to actively engage students in learning English vocabulary and language structures. Although lessons can be related to academic content, it is critical that the core purpose of this instruction English acquisition be maintained. The classroom teachers and the school's English learner specialist would each be assigned to a group. The focus for groups 1-3 would be English Language Development. Group 4 might focus on other language and literacy skills. Classroom structuring skills in ELD instruction can be related to a content area for example, focusing on language structures and vocabulary used but the core purpose of the instruction for group is English acquisition [7].

In Davao City, Aimimtham [8] said that there was inability to handle emotions due to overcrowding students thus hampering the development of teacher schemes for providing structure in the classroom among students and the failure of teachers to listen to students. It is on this premise that the researcher perceived the need of the conduct of this study to determine the teacher's schemes for providing structure in the classroom. Language and communication difficulties cover a wide spectrum and include physical problems with producing clear speech, difficulties in understanding spoken language and difficulties with the social aspects of communication and interaction.

The researcher need to conduct this study to help public secondary school teachers, assess whether the teachers schemes for classroom structure and language difficulties of secondary school students are necessary tools in the academic instruction. The result of this document could be a guide for future administrative policies.

Figure 1 shows the conceptual framework of the study. In the light of the theories mentioned, this study further conceptualized the research variables which is the classroom structure schemes of teachers and language communication difficulties of secondary school students in Cluster 13, Division of Davao City is composed of independent variable and dependent variable. The independent variable is the classroom structure schemes of teachers that one needs to possess, with the following indicators: set expectations, accountability, simplicity, preparation and building reputation. The dependent variable is the language communication difficulties of secondary school students with the following indicators: dialects, speech, word choice and grammar. Figure 1 shows the conceptual framework of the study.

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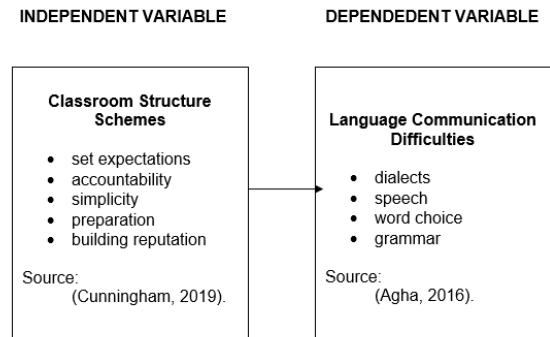


Figure 1. Conceptual Framework of the Study

2. METHODOLOGY

2.1 Research Design

This study used the descriptive correlation method. This method used when the objective is to describe the status of the situation as it exists at the time of the study to explore the causes of a particular phenomenon. In correlation research, it involves collecting data in order to determine whether the degree of a relationship exists between two or more quantifiable variables [9].

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This descriptive survey dealt on quantitative data about the said phenomenon. The quantitative aspect is an appropriate schedule for gathering the data is designed for the target respondents to answer the questions. The process of gathering the data was based through the use of questionnaires. The focus of the study determine the relationship of classroom structure schemes of teachers and language communication difficulties of secondary school students in Cluster 13, Division of Davao City.

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2.2 Research Respondents

The respondents of this study were the 147 teachers of secondary school students in Cluster 13, Division of Davao City. They evaluated the classroom structure schemes of teachers and language communication difficulties of secondary school students through survey questionnaires that were administered to them. The teachers involved had served at least three years in the public school. This study was conducted from 2023 to 2024. The researcher used universal sampling to select the respondents, meaning that all the population covered in the study were considered as the respondents.

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2.3 Research Instrument

The research instruments used in gathering the data were a researcher-made test and a modified version based on various authors. Refinement of the questionnaires was made possible through the assistance of the thesis adviser and three validators who evaluated the content of the questionnaire. The questionnaires were composed of 50 items, with 10 indicators in this study. Each indicator was made up of 5 item questions. Likert's scale was

adopted to determine the extent of classroom structure schemes of teachers and language communication difficulties of secondary school students in Cluster 13, Division of Davao City. Pilot testing was done in a separate school in the same district, resulting in a Cronbach's alpha mean of .798. The instrument in this study was composed of two parts: Part 1 dealt with the extent of classroom structure schemes of teachers with five indicators, and Part 2 dealt with the extent of language communication difficulties of secondary school students with five indicators.

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2.4 Data Gathering Procedure

The data will be gathered through the following procedures:

A letter of permission was secured by the researcher to conduct the study for the extent of classroom structure schemes of teachers and language communication difficulties of secondary school students in Cluster 13, Division of Davao City. The letter of permission and appearance were signed and granted by the Dean of Graduate Studies of the Rizal Memorial Colleges, Adviser, Supervisor, School Principal, Moderators or Teacher in Charge in public elementary school.

Adequate and clear copies were printed to avoid problems with the administration. The researcher administered the questionnaire personally to the respondents of the study and they were requested to answer the questionnaire honestly so that valid and reliable data will be elicited. One hundred percent (100) of the questionnaires were retrieved. The results were collated and tabulated before submitting it to statistical treatment and analyzed and interpreted based on the purpose of the study.

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2.5 Data Analysis

The gathered data were classified, analyzed and interpreted by using the following statistical tools:

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Mean. This was used to determine the extent of classroom structure schemes of teachers and language communication difficulties of secondary school students.

Pearson Product Moment Correlation. This was used to measure the significant relationship between the extent of classroom structure schemes of teachers and language communication difficulties.

Regression Analysis. This was used to measure the significant influence of classroom structure schemes of teachers and language communication difficulties of secondary school students.

3. RESULTS AND DISCUSSION

3.1 Classroom Structure Schemes of Teachers

Table 1. *Extent of Classroom Structure Schemes of Teachers*

No.	Statements	Mean (\bar{x})	Descriptive Equivalent
1	set expectations	3.26	Moderate
2	accountability	3.10	Moderate
3	simplicity	4.10	High
4	preparation	3.38	Moderate
5	building reputation	3.47	High
Overall Mean		3.46	High

As reflected in Table 1 is the summary on the extent of classroom structure schemes of teachers in terms of set expectations, accountability, simplicity, preparation and building reputation. The mean ratings of this indicator are as follows: set expectations (3.26) or moderate; accountability (3.10) or moderate; simplicity (4.10) and preparation (3.38) and building reputation (3.47).

The overall mean rating of classroom structure schemes of teachers in terms of set expectations, accountability, simplicity, preparation and building reputation is 3.46 or high. This means that the classroom structure schemes of teachers in terms of set expectations, accountability, simplicity, preparation and building reputation is manifested oftentimes by the teachers. It implies that teachers are effectively organizing and managing their classrooms to create an optimal learning environment.

Furthermore, a high classroom structure schemes includes clear expectations, consistent routines, and well-defined procedures, all of which contribute to a stable and predictable environment where students feel safe and supported. This structure allows students to focus on learning, as they understand what is expected of them and can navigate the classroom with confidence [10]. Additionally, high classroom structure often leads to better classroom management, reducing disruptions and allowing for more effective teaching and learning to take place [11].

Moreover, high classroom structure schemes indicate that teachers are successfully addressing both academic and behavioral needs of their students. With a well-structured classroom, teachers can provide differentiated instruction and targeted support to meet the diverse needs of their students. This is particularly important for English learners, as a structured environment can help them understand and acquire the language more effectively [13].

3.2 Language Communication Difficulties of Students

Table 2. Extent of Language Communication Difficulties of Students

No.	Statements	Mean (\bar{x})	Descriptive Equivalent
1	dialects	4.14	High
2	speech	3.45	High
3	word choice	3.71	High
4	grammar	3.28	Moderate
Overall Mean		3.65	High

As reflected in Table 2 is the summary on the extent of language communication difficulties of secondary school students in terms of dialects, speech, word choice and grammar. The mean ratings of this indicators are as follows: dialects (4.07) or high; speech (4.91) or high; word choice 3.45 or high; (3.71) and grammar (3.28).

The overall mean rating of the extent of language communication difficulties of secondary school students in terms of dialects, speech, word choice and grammar is 3.65 or high. This means that the extent of language communication difficulties of secondary school students in terms of dialects, speech, word choice and grammar is manifested by the teachers oftentimes. It implies that a significant number of students are struggling with understanding and using the language effectively in the classroom. This can manifest in various ways, such as difficulties in comprehending instructions, participating in discussions, and completing assignments that require language proficiency.

Moreover, a high language communication difficulties can hinder students' ability to engage with the curriculum, express their thoughts clearly, and interact with peers and teachers, which can negatively impact their overall academic performance and confidence. These challenges are particularly pronounced for English learners, who may face additional barriers in acquiring the language skills necessary for success in an English-speaking educational environment [13].

Furthermore, a high language communication difficulties among students also indicate a need for targeted interventions and support strategies to address these challenges [14]. Schools and educators must implement effective language development programs that provide intensive instruction in language skills, including vocabulary, grammar, and conversational abilities [15]. Additionally, teachers may need to adopt differentiated instructional strategies and provide additional resources, such as visual aids or bilingual support, to help students overcome their language barriers [16].

3.3 Significance on the Relationship Between Classroom Structure Schemes of Teachers and Language Communication Difficulties of Secondary school Students

This part of analysis should be redo. In this study there are two dimension which cannot be measured directly. The first dimension has five variable. It is better to know the correlation between these variable in each dimension.

Table 3. Significance on the Relationship Between Classroom Structure Schemes of Teachers and Language Communication Difficulties of Secondary school Students

Variables	r-value	Degree of Correlation	p-value	Decision (Ho)
Classroom Structure Schemes	-0.763	High Correlation	0.00	Rejected
Language Communication Difficulties				

As presented in Table 3, there is a significant relationship between classroom structure schemes of teachers and the language communication difficulties of secondary school students, with an overall computed r-value of -0.763 and a corresponding tabular value of 0.00 at an α level of 0.05 . Since the overall computed value is significantly higher than the tabular value, the null hypothesis is rejected. Therefore, it can be stated that there is a significant relationship between the classroom structure schemes of teachers and the language communication difficulties of secondary school students in Cluster 13, Division of Davao City. This implies that the more structured the classroom schemes implemented by teachers, the lower the language communication difficulties experienced by secondary school students in this region.

This finding supports the study of Houston [17] who argued that well-organized and structured classroom environments significantly enhance students' ability to overcome language barriers and engage more effectively with the curriculum. Their research demonstrated that clear classroom routines and expectations help students navigate learning challenges more efficiently, leading to improved communication skills and academic performance.

Additionally, this finding aligns with the work of Bhagwani Hemnani [18], which emphasizes the critical role of structured teaching approaches in supporting English learners. The study highlighted that a well-structured classroom setting not only aids in language acquisition but also mitigates language communication difficulties by providing students with a consistent and supportive learning environment. According to Alharbi [19], such environments allow students to better understand and use the language, thereby reducing communication challenges and enhancing overall learning outcomes.

3.4 The Domains of Classroom Structure Schemes Significantly Influence Language Communication Difficulties

This is a multiple regression part not one liner regression. The independent dimension (classroom structure schemes that cannot measured directly) which has five indictors or variables. The analysis should explain which an indictor or a variable has a sigingicant effect on the language communication difficulties (dependent variable). Consider the assumptions during the analysis as well.

Table 4. *The Domains of Classroom Structure Schemes Significantly Influence Language Communication Difficulties*

Model	r- Squares	Degrees of Freedom	Sig	Decision (Ho)
Regression	-0.736	3	0.00	
Residual Total		134 147		Rejected

Note: Significance when $P < 0.05$ (2T)

As presented in Table 4 is the domains of classroom structure schemes of teachers significantly influence language communication difficulties of secondary school students with an overall computed r-value of -0.736 with equivalent tabular value 0.00 at α 0.05 of significance set in this study. Since the overall computed value is very much higher than the tabular value. This indicates that the null hypothesis is rejected and it could be stated therefore, that domains of classroom structure schemes of teachers significantly influence language communication difficulties of secondary school students in Cluster 13, Division of Davao City. This implies that effective classroom structure schemes across various domains play a crucial role in reducing language communication difficulties. Improved classroom structuring can lead to enhanced language acquisition and communication skills among students, thereby facilitating a more effective and supportive learning environment.

This finding validates the Sociocultural Theory by Vygotsky [20], which posits that learners acquire knowledge and develop skills through social interactions within a structured environment. Vygotsky emphasized the role of scaffolding and guided interaction in learning, suggesting that a well-organized classroom provides the necessary support for students to internalize new language skills and concepts. In this context, structured classroom schemes facilitate meaningful interactions that enhance language acquisition, thereby addressing communication difficulties.

Additionally, Bronfenbrenner's Ecological Systems Theory [21] reinforces this finding by illustrating how different layers of a student's environment impact their development. According to Bronfenbrenner, the classroom is a crucial microsystem within the broader ecological framework that directly affects students' learning experiences. A structured and supportive classroom environment creates a positive microsystem that helps mitigate

language barriers and fosters effective communication, thereby improving overall academic performance.

Furthermore, the Classroom Management Theory proposed by Emmer and Evertson [22] supports this finding by highlighting the importance of effective classroom management in promoting a productive learning environment. Their theory asserts that a well-structured classroom, characterized by clear routines, rules, and organizational strategies, minimizes disruptions and enhances student engagement. By providing a structured setting, teachers can better address language communication difficulties, facilitate language development, and create an environment conducive to learning and personal growth.

4. CONCLUSION

Based on the findings of the study, the following conclusions are drawn: It is concluded in this study that the extent of classroom structure schemes of teachers in terms of set expectations, accountability, simplicity, preparation and building reputation is high. Thus, the classroom structure schemes of teachers is oftentimes manifested. Moreover, the extent of language communication difficulties of secondary school students in terms of dialects, speech, word choice and grammar is high. Thus, the extent of language communication difficulties of secondary school students is oftentimes manifested. Furthermore, there is a significant relationship between classroom structure schemes of teachers and language communication difficulties of secondary school students. This indicates that the null hypothesis is hereby rejected. Additionally, the domains of classroom structure schemes of teachers significantly influence language communication difficulties of secondary school students. This indicates that the null hypothesis is rejected.

5. RECOMMENDATIONS

Based on the findings and conclusions of the study, the following recommendations are formulated for consideration:

It is suggested in this study that the extent of classroom structure schemes of teachers, particularly in terms of set expectations, accountability, simplicity, preparation, and building reputation, may be enhanced by school heads. This improvement may focus on addressing areas that may require adjustments, such as regularly revising expectations throughout the year as needed. Additionally, school heads may ensure that classrooms, textbooks, supplies, software, and computers are appropriately assigned and selected. Coordination at the school or district level is also crucial, with a well-aligned schedule dictating the allocation of time to each subject to ensure consistency and effectiveness in instructional delivery..

It is advised in this study that the extent of language communication difficulties among secondary school students, in terms of dialects, speech, word choice, and grammar, may be addressed by teachers. Teachers could focus on simplifying instructional materials to avoid overcomplication and present content in a manner that is easily understood. They may also review their lesson plans and be prepared to present the materials effectively.

It is advised in this study that the classroom structure schemes of teachers and the management of language communication difficulties among secondary school students may be enhanced by school heads. This improvement should target areas with lower results, such as consistently delivering high-quality lessons. Blending these strategies is crucial for effective teaching, and maintaining them over time is essential for building a strong reputation.

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Additionally, incorporating knowledge of students' native dialects into teaching practices can further support language development.

It is recommended in this study that upgrading the classroom structure schemes of teachers and addressing language communication difficulties among secondary school students may be achieved by school heads, especially in areas with lower results. This includes fostering teachers' ability to enhance students' emotional, cognitive, and mental capacities. Teachers should choose appropriate words for expressing concepts, arrange them into coherent sentences and paragraphs, and focus on correcting grammar. These practices are valuable for success in various life areas and contribute to creating meaningful social interactions.

CONSENT (WHERE EVER APPLICABLE)

In conducting this study, utmost attention was given to ethical considerations to ensure the protection and dignity of all respondents. Informed consent was obtained from all individuals involved, ensuring they were fully aware of the study's purpose, procedures, and any potential risks. Confidentiality was strictly maintained, with all data anonymized and securely stored to prevent unauthorized access. Respondents had the right to withdraw from the study at any point without any consequences. Additionally, the study adhered to all relevant ethical guidelines and standards as established by the institutional review board, ensuring that the research was conducted with integrity and respect for human rights.

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