

Original Research Article

CLASSROOM STRUCTURE STRATEGIES OF TEACHERS AND LANGUAGE COMMUNICATION HITCHES OF STUDENTS IN PUBLIC SECONDARY SCHOOLS

ABSTRACT

This study determined and described the classroom structure strategies of teachers and language communication hitches of public secondary school students in Kidapawan District, Division of Kidapawan City. This study used the non-experimental quantitative research design utilizing correlational method. The respondents of this study were composed of 147 teachers and students in public elementary school using the universal sampling. The data analysis utilized the mean, Pearson r and regression analysis. The findings disclosed that the classroom structure strategies of teachers in terms of set expectations, accountability, simplicity, preparation and building reputation were oftentimes manifested. Moreover, language communication hitches of public secondary school students in terms of dialects, speech, word choice and grammar were oftentimes manifested. It was found out that there was a significant relationship between classroom structure strategies of teachers and language communication hitches of public secondary school students. It was revealed further that the domains of domains of classroom structure strategies of teachers were significantly influence language communication hitches of public secondary school students. Based on the findings, it is recommended that educators may implement targeted professional development programs to enhance their classroom management skills and instructional strategies, focusing on improving language proficiency and communication among students.

Keywords: Classroom structure strategies of teachers, language communication hitches of students, public secondary school, Philippines

1. INTRODUCTION

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

In global context, there are problematic varieties of classroom structure strategies of teacher's settings, and strategies 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 [4]. 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].

Commented [X1]: City, district , division and country/ state

Commented [X2]: Needs review of phrase/ rephrasing

Commented [X3]: Pearson" r " ?

Commented [X4]: Rephrase ?

Commented [X5]: Rephrase ?

Commented [X6]: Rephrase ? influencing

Commented [X7]: Dual challenge

In the Philippines, the problems of classroom structure strategies 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 [6].

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].

The researcher need to conduct this study to help public secondary school teachers in Kidapawan District, Division of Kidapawan City, assess whether the teachers strategies for classroom structure and language hitches of public secondary school students are necessary tools in the academic instructions. The result of this document could be a guide for future administrative policies. A strong reputation for quality strategies for classroom structure and language hitches can be an important differentiator in markets that are very competitive. Poor quality or product failure that results in a product recall campaign can lead to negative publicity and damage the reputation of schools.

Commented [X8]: Review the sentence structure

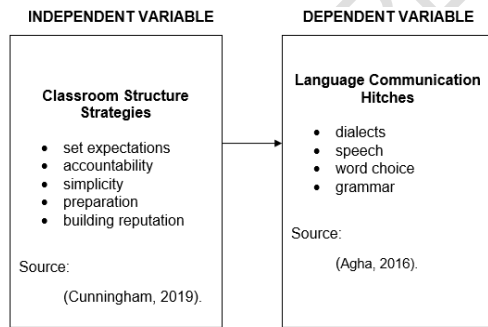


Figure 1. Conceptual Framework of the Study

2. METHODOLOGY

2.1 Research Design

This study used the descriptive correlation method. This method used when the objective describe the status of the situation as it exists at the time of the study 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 of more quantifiable variables [9].

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 were based through the use of questionnaires. The focus of the study determine the relationship of

classroom structure strategies of teachers and language communication hitches of public secondary school students in Kidapawan District, Division of Kidapawan City.

2.2 Research Respondents

The respondents of this study were the 147 teachers in public secondary school students in Kidapawan District, Division of Kidapawan City. They evaluated the classroom structure strategies of teachers and language communication hitches of public secondary school students through survey questionnaire that were administered to them. The teachers involved served at least three years in the Public School. This study was conducted from 2022 to 2023. The researcher used the universal sampling to process the selection of the respondents this means that all the population covered in the study were considered as the respondents.

Commented [X9]: Review and revise the sentence

2.3 Research Instrument

The research instruments used in gathering the data were the researcher made test and modified by the researcher based from the various authors. Refinement of the questionnaires was made possible through the assistance of the thesis adviser and other three validators who will be evaluating the content of the questionnaire. The questionnaires were composed of 50 items. There are 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 strategies of teachers and language communication hitches of public secondary school students in Kidapawan District, Division of Kidapawan City. Pilot testing was done in a separate school in the same district with the result of Cronbach alpha mean of .798. The instrument in this study is composed of two parts and they are as follows: Part 1 dealt with the extent of classroom structure strategies of teachers with five indicators and part 2, dealt with the extent of language communication hitches of public secondary school students with five indicators.

Commented [X10]: In or for gathering the data ?

Commented [X11]: Needs revision of sentence?

Commented [X12]: ?

Commented [X13]: Revise or review the sentence for clarification (future or past)

Commented [X14]: Singular or plural

2.4 Data Gathering Procedure

The data were gathered through the following procedures: A letter of permission was secured by the researcher to conduct the study for the extent of classroom structure strategies of teachers and language communication hitches of public secondary school students in Kidapawan District, Division of Kidapawan 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.

Commented [X15]: Spelling advisor or adviser ?

Commented [X16]: Tense of sentence ?

Commented [X17]: Review ?

Commented [X18]: As well as ?

2.5 Data Analysis

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

Mean. This was used to determine the extent of classroom structure strategies of teachers and language communication hitches of public secondary school students.

Pearson Product Moment Correlation or Pearson r . This was used to measure the significant relationship between the extent of classroom structure strategies of teachers and language communication hitches.

Regression Analysis. This was used to measure the significant influence of classroom structure strategies of teachers and language communication hitches of public secondary schools students in Kidapawan District, Division of Kidapawan City.

Commented [X19]: Pearson "r" ?

3. RESULTS AND DISCUSSION

3.1 Classroom Structure Strategies of Teachers

Table 1. *Extent of Classroom Structure Strategies 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 extent of classroom structure strategies 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 strategies of teachers in terms of set expectations, accountability, simplicity, preparation and building reputation is 3.46 or high. This means that the classroom structure strategies of teachers in terms of set expectations, accountability, simplicity, preparation and building reputation is manifested oftentimes by the teachers. This indicates that the classroom structure strategies of teachers in terms of set expectations, accountability, simplicity, preparation and building reputation is placing students from multiple classrooms in instructional groupings based on their language proficiency. Often, specialists, para-educators, and other staff are used to keep these instructional groupings small.

Furthermore, a key component of being an effective teacher begins with providing structure in the classroom. Providing a structured learning environment provides many advantages for the teacher and the students. Most students will respond positively to structure especially those who do not have any structure or stability in their home life. A structured classroom often translates to a safe classroom. Students enjoy being in a safe learning environment [9].

Moreover, a high classroom structure strategies of teachers refers to the effective methods and approaches educators employ to establish and maintain a well-organized and conducive learning environment. These strategies typically include clear and consistent rules and expectations, structured routines and procedures, effective classroom management techniques, and engaging instructional methods that cater to diverse student needs. By implementing these strategies, teachers can enhance student engagement, foster positive behavior, promote academic achievement, and create a supportive atmosphere that maximizes learning opportunities for all students [10].

3.2 Language Communication hitches of Students

Table 2. *Extent of Language Communication Hitches 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 extent of language communication hitches of public 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 hitches of public 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 hitches of public secondary school students in terms of dialects, speech, word choice and grammar is manifested by the teachers oftentimes. The language communication hitches is crucial as they significantly influence what students will know, be able to do, or demonstrate upon completing various school activities, courses, and projects. Improving student learning outcomes typically involves enhancing knowledge, skills, attitudes, and values related to language proficiency and communication, thereby supporting academic success and overall educational development.

Moreover, high level of language communication hitches of students means that students are experiencing significant difficulties or obstacles in effectively communicating through language. This may include challenges such as limited vocabulary, grammar errors, unclear expression, difficulty in understanding instructions or conveying thoughts, and struggles with verbal or written communication in general. Addressing these hitches typically requires targeted interventions, such as language development programs, differentiated instruction, supportive learning environments, and strategies to boost confidence and proficiency in language skills [11].

3.3 Significance of the Relationship Between Classroom Structure Strategies of Teachers and Language Communication Hitches of Public Secondary School Students

Table 3. *Significance of the Relationship Between Classroom Structure Strategies of Teachers and Language Communication Hitches of Public Secondary School Students*

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

As presented in Table 3 is the significant relationship on classroom structure strategies of teachers and language communication hitches among students with an overall computed r-value of .763 with equivalent p-value of 0.000 at α 0.05 of significance set in this study. This indicates that the null hypothesis is hereby rejected and it could be stated therefore, that there is a significant relationship between classroom structure strategies of teachers and language communication hitches of public secondary school students in Kidapawan District, Division of Kidapawan City. This implies that as the extent of classroom structure strategies of teachers increases, the extent of language communication hitches of students also increases.

Furthermore, students typically thrive in a structured learning environment and showing a lot of personal and academic growth over the course of the year. Too often teachers provide students with freedoms that they often abuse [12]. A lack of structure can destroy a learning environment, undermine a teacher's authority, and generally leads to failure for the teacher and the students. An unstructured environment can be described as chaotic, non-productive, and generally as a waste of time [13].

Moreover, the significant relationship between classroom structure strategies of teachers and language communication hitches among students supports the idea of Dörnyei and Muir [14]. They emphasize how environmental factors, including classroom structure and teacher practices, influence student behaviors and academic outcomes. By creating a structured and supportive classroom environment, teachers can effectively address language communication challenges among students, fostering improved learning and development.

Table 4 : Domains of Classroom Structure Strategies of Teachers on the Influence of Language Communication Hitches of Students

Model	r- Squares	Degrees of Freedom	Sig	Decision (Ho)
Regression	0.736	1	0.00	
Residual Total		132		Rejected
		133		

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

As presented in Table 4 is the domains of classroom structure strategies of teachers and significant influence of language communication hitches of students with an overall computed r-value of 0.736 with equivalent p-value of 0.00 at $\alpha 0.05$ of significance set in this study. This indicates that the null hypothesis is rejected and it could be stated therefore, that domains of classroom structure strategies of teachers significantly influence language communication hitches of public secondary school students.

Commented [X20]: Review

Moreover, the significant influence of classroom structure strategies of teachers on language communication hitches among public secondary school students supports two key theories in educational psychology. Bronfenbrenner's Ecological Systems Theory [15], posits that individuals are influenced by various environmental systems, with the classroom serving as a crucial microsystem. Effective strategies such as clear rules, supportive interactions, and structured routines within this microsystem can either facilitate or impede students' development of language communication skills. Additionally, Vygotsky's Sociocultural Theory [16] emphasizes the role of social interactions and cultural contexts in learning and development. Classroom structures that promote collaborative learning, provide scaffolding for language development, and encourage meaningful student interactions align with Vygotsky's theory, illustrating how these strategies can enhance students' ability to communicate effectively.

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 strategies of teachers in terms of set expectations, accountability, simplicity, preparation and building reputation is high. Thus, the classroom structure strategies of teachers are oftentimes manifested. Furthermore, it is established in this study that the students experience a high extent of language communication hitches, encompassing challenges with dialects, speech, word choice, and grammar. Therefore, these language communication hitches among public secondary school students are oftentimes manifested. Moreover, it is identified in this study that there is a significant relationship between classroom structure strategies of teachers and language communication hitches of students. This indicates that the null hypothesis is hereby rejected. Additionally, it is concluded in this study that the domains of classroom structure strategies of teachers significantly influence language communication hitches of students. This indicates that the null hypothesis is rejected.

Commented [X21]: Review and revise that the?

5. RECOMMENDATIONS

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

It is recommended in this study that extent of classroom structure strategies of teachers in terms of set expectations, accountability, simplicity, preparation and building reputation may be improved by the school heads mainly on the portion of gray areas which are being sure to make adjustments to the expectations throughout the year, as needed and assigns to classrooms, their textbooks and supplies, including software and computers, are chosen for

them, and the entire school or district is lockstep in a schedule that dictates how much time is spent on each subject.

Furthermore, it is mentioned in this study that the extent of language communication hitches of public secondary school students in terms of dialects, speech, word choice and grammar may be enhanced by the teacher mostly on the part of gray areas which are keeping things simple and do not overcomplicate material and presents it in a way that is very easily understood and reviews the lesson plan and be ready to present the materials.

Moreover, it is recommended in this study that the classroom structure strategies of teachers and language communication hitches of public secondary school students may be upgraded by the school heads particularly in the low result areas of the study such as teaching great lessons consistently by blending these ideas together is the core business of being a great teacher; sustaining them over time is the key to building a great reputation and speaking regions dialect that have a working knowledge of students native language and vice versa.

Lastly, it is declared in this study that the classroom structure strategies of teachers and language communication hitches of public secondary school students may be upgraded by the school heads primarily in the low result areas of the study such as enables them to develop deeper emotional, cognitive, and mental capacities within their own being, chooses the words they will use to express their concepts and decide how they will arrange those words into sentences and paragraphs and corrects grammar for a valuable tool for success in many areas of life, it is used to create a interactions in the social world.

Commented [X22]: Review and revise the phrase ?

CONSENT (WHERE EVER APPLICABLE)

In conducting this study, ethical considerations were carefully addressed to ensure the protection and confidentiality of respondents. Prior to data collection, informed consent was obtained from all participants, who were provided with detailed explanations regarding the study's objectives, potential risks, and their rights to confidentiality. Measures were implemented to anonymize respondents' data during analysis and reporting, using unique identifiers instead of personal information. Physical and electronic data were securely stored and accessible only to authorized personnel, minimizing the risk of unauthorized access or disclosure.

REFERENCES

1. Gorski PC. Reaching and teaching students in poverty: Strategies for erasing the opportunity gap. Teachers College Press; 2017 Dec 29.
2. Elfers AM, Stritikus T. How school and district leaders support classroom teachers' work with English language learners. *Educational Administration Quarterly*. 2014 Apr;50(2):305-44.
3. DiCerbo PA, Anstrom KA, Baker LL, Rivera C. A review of the literature on teaching academic English to English language learners. *Review of educational research*. 2014 Sep;84(3):446-82.
4. Farinde-Wu A, Glover CP, Williams NN. It's not hard work; it's heart work: Strategies of effective, award-winning culturally responsive teachers. *The Urban Review*. 2017 Jun;49:279-99.
5. Acevedo-Solis GL. *Professional Project: Academic Vocabulary & Language Handbook for the Field of Social Studies*.
6. Madrunio MR, Martin IP, Plata SM. English language education in the Philippines: Policies, problems, and prospects. *English language education policy in Asia*. 2016:245-64.

7. Akhavan N. Accelerated Language Learning (ALL) with the Lit Six (grades 6-8): Comprehensive ELD units to ensure student language acquisition, grades 6-8. Gatekeeper Press; 2023 Jul 13.
8. Pregoner JD, Baguio JB. Learning strategies and readiness towards blended learning in english subjects as predictors of students' satisfaction during the COVID-19 pandemic. *Asian Journal of Education and Social Studies*. 2024 Mar 6;50(4):170-84.
9. Dewa NN. Investigating 4th Year Student Teacher Preparedness for Teaching Inclusively in Diverse Grade R Classrooms (Doctoral dissertation, University of the Witwatersrand, Faculty of Humanities).
10. Chepkwony CC, Kafwa NV, Kisilu AS, Kenya E. Organization of learning environment in teaching language activities: a focus on ECD learners. *Organization*. 2018;9(15).
11. Akele FE. Information and communication technology as teaching and learning space for teachers of English Language in schools. *Journal of emerging trends in educational research and policy studies*. 2014 Feb 1;5(1):100.
12. Burden PR. Classroom management: Creating a successful K-12 learning community. John Wiley & Sons; 2020 May 5.
13. Jacobson DA. Causes and effects of teacher burnout. Walden University; 2016.
14. Dörnyei Z, Muir C. Creating a motivating classroom environment. *Second handbook of English language teaching*. 2019:719-36.
15. Ryan DP. Bronfenbrenner's ecological systems theory. Retrieved January. 2001 Dec 7;9:2012.
16. Jaramillo JA. Vygotsky's sociocultural theory and contributions to the development of constructivist curricula. *Education*. 1996 Sep 22;117(1):133-41.

Commented [X23]: Use APA style for refernces ?