



# **Classroom Structure Strategies of Teachers and Language Communication Hitches of Students in Public Secondary Schools**

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## **Authors' contributions**

*This work was carried out in collaboration between both authors. Both authors read and approved the final manuscript.*

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## **ABSTRACT**

This study described the classroom structure strategies employed by teachers and the language communication challenges faced by public secondary school students in Kidapawan District, Division of Kidapawan City, Philippines. The study utilized a non-experimental quantitative research design with a correlational method. The respondents included 147 teachers and students from public secondary schools, selected using universal sampling. Data analysis involved mean, Pearson's  $r$ , and regression analysis. The findings revealed that teachers frequently implemented

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classroom structure strategies in areas such as setting expectations, accountability, simplicity, preparation, and building rapport. Additionally, the study found that public secondary school students often encountered language communication challenges related to dialects, speech, word choice, and grammar. A significant relationship was identified between teachers' classroom structure strategies and students' language communication difficulties. Furthermore, the study suggests that various domains of classroom structure strategies significantly influence students' language communication issues. Based on these findings, the study recommends that educators engage in targeted professional development programs to enhance their classroom management skills and instructional strategies. These programs should focus 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 for English language development are essential to each school's effort to close the achievement gap related to school and classroom structures for the learning environment [1]. Classroom structuring strategies in English language development are a significant challenge for many English learners in school communities [2]. School administrators and classroom teachers are actively seeking strategies to address these challenges and ensure that students acquire English while mastering the academic content for their grade level [3].

In a global context, various problematic classroom structure strategies and approaches may not effectively address this dual challenge. Nevertheless, several schools are witnessing advancements in English learner achievement due to careful attention to these issues [4]. However, the distinct focus on classroom structuring skills often becomes blurred. While learning English and mastering content are interrelated, it is critically important that schools implement appropriate and effective programs to support students' acquisition of English [5].

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 [6-7].

While research acknowledges the importance of classroom structure in English Language Development (ELD), specific strategies for creating resilient structures that enhance student achievement remain under-explored.

Additionally, the interplay between effective structures for language acquisition and those for mastering content-specific knowledge needs further investigation.

In the Philippine context, the focus on classroom structure in ELD often leans towards vocabulary and grammar, potentially neglecting the integration of these skills with diverse academic content areas. This raises questions about the optimal balance between core language acquisition and its application within different subjects [8].

By examining the classroom structure strategies employed by teachers in Kidapawan District, this study aims to contribute valuable insights. Analyzing the effectiveness of these strategies in relation to student language communication hitches has the potential to inform targeted professional development programs and potentially influence the formation of evidence-based administrative policies for supporting ELs in public secondary schools.

The research also highlights the potential impact of classroom structure on a school's reputation. Strong structures can contribute to a competitive advantage, while ineffective approaches can potentially damage a school's image. This underscores the importance of ongoing research and development in this area.

This study addresses critical gaps in understanding how classroom structure strategies can optimize learning outcomes for EL students. By examining the practices within Kidapawan District, the research seeks to provide valuable guidance for teachers, administrators, and policymakers working to support the success of English learners.

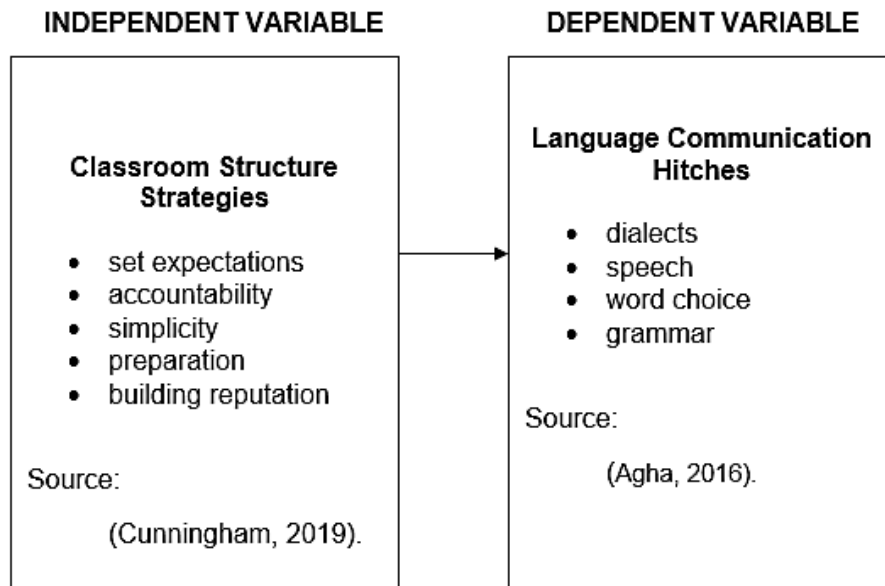


Fig. 1. Conceptual framework of the study

## 2. METHODOLOGY

### 2.1 Research Design

This study employed the descriptive correlation method. This method is used when the objective is to describe the current state of a phenomenon and explore potential causes, rather than establish cause-and-effect relationships. Correlation research involves collecting data to determine the strength and direction of the relationship between two or more measurable variables [9].

This descriptive study utilized quantitative data concerning the phenomenon. Questionnaires were chosen as the appropriate data collection method, as they are well-suited for gathering quantitative information from target respondents. The study aimed to determine the relationship between classroom structure strategies employed by teachers and language communication difficulties experienced by public secondary school students in Kidapawan District, Division of Kidapawan City.

### 2.2 Research Respondents

This study included 147 public secondary school teachers in Kidapawan District, Division of Kidapawan City. These teachers evaluated both the classroom structure strategies used by educators and the language communication difficulties experienced by public secondary

school students. The evaluation was conducted through a survey questionnaire administered to the participating teachers. All teachers involved had a minimum of three years of experience in public schools. The study was conducted between 2022 and 2023. Notably, the research employed a census sampling method, meaning that the entire population of eligible teachers within the specified district participated in the study.

### 2.3 Research Instrument

This study employed a researcher-developed questionnaire to collect data. The questionnaire was initially designed based on the works of various authors and subsequently modified to fit the specific research objectives. The thesis advisor and three additional validators reviewed and provided feedback on the questionnaire's content, ensuring its clarity and relevance. The final instrument consisted of 50 items, with 10 indicators (each measured by 5 items) addressing both classroom structure strategies used by teachers and language communication difficulties experienced by students. A Likert scale was used to assess the extent of these factors. A pilot test was conducted in a separate school within the same district to evaluate the instrument's reliability. The Cronbach's alpha coefficient obtained was .798, indicating acceptable internal consistency. The questionnaire comprised two parts: Part 1 focused on classroom structure strategies (five

indicators), and Part 2 addressed language communication hitches (five indicators).

### 2.4 Data Gathering Procedure

To collect data, the researcher first obtained a letter of permission to conduct the study on classroom structure strategies used by teachers and language communication difficulties experienced by public secondary school students in Kidapawan District, Division of Kidapawan City. This permission was granted by the Dean of Graduate Studies of Rizal Memorial Colleges, along with the study advisor, supervisor, school principal, and moderators/teachers-in-charge. Clear and sufficient copies of the questionnaire were printed to avoid administrative issues. The researcher personally administered the questionnaires to the participants, requesting them to answer honestly to ensure the validity and reliability of the data. With a 100% response rate, all questionnaires were retrieved. The data was then collated, tabulated, and analyzed using statistical methods to address the study's objectives.

### 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

school students in Kidapawan District, Division of Kidapawan City.

## 3. RESULTS AND DISCUSSION

### 3.1 Classroom Structure Strategies of Teachers

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 are 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 are 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 without 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].

**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                   |
| <b>Overall Mean</b> |                     | <b>3.46</b>        | <b>High</b>            |

Moreover, a high classroom structure strategy 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 student learning opportunities [10].

### 3.2 Language Communication Hitches of Students

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. Language communication hitches are 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 understanding instructions or conveying thoughts, and struggles with verbal or written communication. 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

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 an equivalent p-value of 0.000 at  $\alpha$  0.05 of significance set in this study. This indicates that the null hypothesis is hereby rejected and it could be stated 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.

**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               |
| <b>Overall Mean</b> |             | <b>3.65</b>        | <b>High</b>            |

**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 |         |                       |         |               |

**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 | Rejected      |
| Residual Total |            | 132                |      |               |
|                |            | 133                |      |               |

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

Furthermore, students typically thrive in a structured learning environment and demonstrate significant personal and academic growth over the course of the year. However, teachers sometimes grant students freedoms that are often misused [12]. A lack of structure can undermine the learning environment, weaken a teacher’s authority, and generally lead to failure for both the teacher and the students. An unstructured environment is often chaotic, unproductive, and ultimately 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.

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.

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

This study found that teachers employed well-defined classroom structures, characterized by clear expectations, accountability, simplicity, thorough preparation, and a focus on building positive reputations. However, students also

reported experiencing a high degree of language communication difficulties, including challenges with dialects, speech, vocabulary choice, and grammar. The research revealed a significant relationship between the teachers' classroom structure strategies and the students' language communication difficulties. This statistically significant finding suggests that the null hypothesis, which stated no relationship between these variables, can be rejected. Furthermore, the analysis indicated that specific aspects of classroom structure strategies significantly influence students' language communication difficulties.

## 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 enabling 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 interactions in the social world.

## DISCLAIMER (ARTIFICIAL INTELLIGENCE)

Author(s) hereby declare that NO generative AI technologies such as Large Language Models (ChatGPT, COPILOT, etc) and text-to-image generators have been used during writing or editing of manuscripts.

## CONSENT

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.

## COMPETING INTERESTS

Authors have declared that no competing interests exist.

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