

Teachers Instructional Quality and Learners' Academic Performance

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ABSTRACT

The quality of instruction is a vital factor influencing students' academic achievement, as teachers' pedagogical skills, interaction within the classroom, and adherence to their teaching responsibilities significantly impact learning results. This research assessed the instructional quality of teachers and their performance ratings to design a training program aimed at enhancing students' academic success. A descriptive–correlational research methodology was utilized. Data were gathered from elementary educators through a self-administered survey that addressed instructional task performance and perceived instructional quality, while teaching performance data came from official performance evaluations. Experts validated the content of the instrument, and reliability testing was conducted to confirm internal consistency. The data analysis involved frequency, percentage, mean, standard deviation, and Pearson correlation coefficient to explore the distribution and relationships among the variables. The results indicated that teachers exhibited very high levels of instructional task performance in the classroom.

Keywords: Instructional Quality; IPCRF Ratings; Instructional Task Performance; Teacher Training Program; Academic Performance

1. Introduction:

Globally, the quality of teachers' instruction has been consistently identified as one of the most critical determinants of students' academic performance and overall educational outcomes. International organizations such as UNESCO and the Organization for Economic Co-operation and Development (OECD) emphasize that effective classroom instruction—characterized by sound pedagogical strategies, meaningful teacher–student interaction, and consistent instructional practices—plays a decisive role in improving learners' achievement across subject areas (OECD, 2021; UNESCO, 2023). Empirical studies conducted in various educational systems have shown that students taught by teachers who demonstrate strong instructional competence, effective classroom management, and timely completion of instructional tasks tend to exhibit higher academic achievement, better engagement, and improved learning retention (Darling-Hammond et al., 2020; Hattie, 2021). These global findings highlight that instructional quality is not merely a matter of teacher performance but a central pillar of educational equity and learning effectiveness.

In the local context, particularly in public elementary schools, instructional quality remains a pressing concern due to varying levels of teacher preparation, access to professional development, and instructional support. Schools in district settings often face challenges related to workload, documentation requirements, and limited opportunities for targeted training, which may affect teachers' classroom practices and instructional effectiveness. Studies conducted in similar district-level contexts have revealed

that teachers who report difficulties in managing instructional tasks and instructional demands are more likely to demonstrate lower instructional quality, which in turn negatively impacts students' academic performance (Reyes & Cruz, 2021; Santos, 2024). These findings suggest that improving instructional quality at the school and district levels requires a systematic assessment of teachers' instructional practices, task performance, and perceived instructional quality, as well as the identification of challenges encountered in instruction.

In view of these global, national, and local conditions, there is a clear need to evaluate the instructional quality of elementary teachers and examine its relationship with instructional task performance and teaching effectiveness. Conducting this study in the District of Aloguinsan, Cebu, will provide empirical evidence on the current state of instructional quality among elementary teachers, identify challenges that hinder effective instruction, and determine how instructional practices relate to performance indicators such as IPCRF ratings. Ultimately, the findings of this study will serve as a sound basis for designing a context-specific teacher training program aimed at enhancing instructional quality and improving students' academic performance in the district.

II. Theoretical Background

This research assumes that by evaluating the instructional quality of elementary teachers in the District of Aloguinsan, Cebu, for the School Year 2025–2026 can help the researcher in designing a training program for teacher development.

This study anchored on the theory of constructivism by Piaget (1980), management theory of Stephen Covey (2018) and Education for Sustainable Development Goals ESD (2015) specifically goal number 4, which is quality

2. Objectives:

This research analyzes education and the K to 12 program, R.A. 10533 or Enhanced Basic Education Act of 2018 through assimilation (fitting new information into existing mental structures) and accommodation (changing those structures to incorporate new information). This process leads to cognitive development through four stages, where the learner is seen as an active participant and the teacher as a facilitator.

Piaget's constructivism theory, developed in the 1980s, states that individuals actively construct their own knowledge by interacting with their environment and experiences. Key concepts include building on prior knowledge

The Management Theory of Covey, advanced by Stephen R. Covey, centers on the idea that effective management and leadership are grounded in character, values, and principles, rather than merely techniques or authority. Covey argues that sustainable organizational success begins with the inside-out approach, where leaders first cultivate personal integrity, self-discipline, and clarity of purpose before attempting to manage others. This theory emphasizes that management is not simply about controlling tasks or enforcing rules, but about aligning individual behavior with timeless principles such as responsibility, fairness, respect, and trust. In this view, effective managers model the values they expect from their teams, creating moral authority rather than relying solely on positional power.

According to Krahenbuhl (2016), constructivism “is an epistemological view of knowledge, arguing that knowledge is derived in a meaning-making process through which learners construct individual interpretations of their experiences and thus, construct meaning in their minds”.

Tomljenovic and Tatalovic Vorkapic (2020) contrast the "transmissive" or "traditional" approach to learning, which involves students passively receiving facts presented by their teacher, with "transformational" learning built on cognitivist and constructivist theories, which promote "the student's active participation through exploratory, problem-based learning".

Jones and Brader-Araje (2002) share that across the many definitions of constructivism, the common aspect is that constructivism emphasizes that the learner is actively involved in meaning-making. It is a shift from "knowledge as a product to knowledge as a process" where "knowledge isn't something that exists outside the learner".

Phillips (1995) emphasizes the need for knowledge to be constructed, for educators to find ways to help learners gain their own knowledge and for education to happen in social settings.

Bufkin and Bryde (1996) refer to constructivism as "active learning". They emphasize that the constructivist approach to education promotes "choice making, use of a student driven curriculum to meet individual needs, development of critical thinking skills, incorporation of active learning, and alternative forms of evaluation" (Bufkin & Bryde, 1996, p. 59).

Cognitive activation refers to teachers' ability to challenge students cognitively, and comprises instructional activities in which students have to evaluate, integrate, and apply knowledge in the context of problem solving (Baumert et al. 2010; Fauth et al. 2014; Klieme et al. 2009). Supportive climate is a dimension that refers to classrooms where teachers provide extra help when needed, listen to and respect students' ideas and questions, and care about and encourage the students (Kane and Cantrell 2012; Klieme et al. 2009). Supportive climate may include clear and comprehensive instruction, clear learning goals, connecting new and old topics, and summarizing at the end of the lesson, but some research shows that supportive climate should be discriminated from clarity of instruction (Kane and Cantrell 2010). We therefore consider clarity of instruction as a fourth dimension of instructional quality.

While teacher quality and instructional quality may directly influence students' learning and motivation, school climate creates the foundation for instruction and may hence influence learning both directly and indirectly (Kyriakides et al. 2010; Thapa et al. 2013; Wang and Degol 2015).

In addition to the **Enhanced Basic Education Act of 2018** goes hand in hand with this ESD goals because it aims to provide quality education by matching the skills taught in schools with what is demanded in the work market, teach students to utilize resources efficiently and discover new ways of using renewable resources and energies which ensures availability of resources for future generations. This could only be possible through finely tuned quality education. Teachers should be trained to address education demands and education gaps to produce highly employable graduates.

Effective education could only be achieved through competent teachers, teachers' competence is greatly predicted by their competence in various teaching styles because what they do in the classroom is the tantamount predictor of learning outcomes. Teachers' competence in various learning styles are accounted in this study as to the extent of their practices in instructional planning, teaching methods, student groupings, teaching environment, evaluation techniques, teaching characteristics and classroom management and educational philosophy.

The rapid changes and increased complexity of today's education present new challenges on the part of the teaching profession. The improvement of technology, new trends in the teaching and learning process, social changes and dealing with the 21st century learners are some of the challenges that teachers facing today. The implementation of professional standards for teachers is one way of improving the teacher quality of the country.

In accordance with this, the Department of Education through the Teacher Education Council issued the DepEd Order No.42, series 2017 or the National Adoption and Implementation of the Philippine Professional Standards for Teachers (PPST). The PPST targets to produce quality and better teachers in the country by improving the qualification of educators and increasing their level of knowledge, practice and professional engagement. This will also serve as the basis for all learning and development of teachers in order to ensure that teachers are properly equipped to effectively implement the K to 12 programs.

The new standards for teachers basically aims to: 1) set the clear expectations of teachers along well-defined career stages of professional development from beginning to distinguished practice; 2) engage teachers to actively embrace a continuing effort in attaining proficiency; 3) apply uniform measure to assess teachers performance, identify needs, and provide support for professional development. The six modules of PPST are all anchored on the seven domains that quality teachers should exhibit: 1) Content knowledge and pedagogy; 2) Learning Environment; 3) Diversity of Learners; 4) Curriculum and Planning; 5) Assessment and Reporting; 6) Community Linkages and Professional Engagement, and 7) Personal growth and Professional Development.

The PPST will be a great help for the development and improvement of quality teachers in the country. And this will ensure better instruction in the teaching and learning process that will greatly contribute in producing knowledgeable, skilled, equipped, and globally competitive learners.

In summary, the theoretical foundations of this study are anchored on the interplay between constructivist learning principles (Piaget, 1980), effective management and leadership practices (Covey, 2018), the global commitment to quality education as embodied in the Education for Sustainable Development Goals (SDG 4, 2015), and the Philippine Professional Standards for Teachers (PPST) under the Enhanced Basic Education Act (R.A. 10533). Together, these frameworks establish that instructional quality is a multidimensional construct that requires teachers to actively facilitate knowledge construction, exercise principled leadership in the classroom, align instructional practices with global quality standards, and continuously develop professional competence through the seven PPST domains. These theoretical underpinnings provide the foundation for evaluating instructional quality and designing a responsive teacher training program in the present study.

3. Methodology:

This section presents the design, the flow of the process, environment, respondents, instrument, statistical treatment, and definition of terms.

A descriptive research design is a systematic method used to describe the characteristics, conditions, or phenomena of a population as they naturally occur, without manipulation of variables. Its primary purpose is to provide an accurate and objective portrayal of existing situations, behaviors, or attributes within a given group (Creswell & Creswell, 2018). Similarly, Polit and Beck (2021) explain that descriptive designs are appropriate when the researcher seeks to observe, document, and analyze variables as they exist in real-world settings, making them particularly useful in educational research. This study employed a descriptive–correlational research design. The descriptive component determined the teachers' instructional quality, extent of task performance, challenges encountered, and learners' academic performance. The correlational component examined the relationships between teachers' instructional quality, extent of task performance, IPCRF ratings, and learners' academic performance. This design is appropriate because it allows the researcher to describe existing conditions and determine the strength and direction of relationships among variables without manipulating them, which is consistent with ethical

and practical considerations in school-based research (Creswell & Creswell, 2018). The study utilized a sampling method to identify respondents who can best provide the data needed to address the research questions. Sampling refers to the process of selecting a subset of individuals from a population in order to represent the whole (Fraenkel, Wallen, & Hyun, 2019). In educational research, appropriate sampling ensures that findings are valid, reliable, and generalizable within the defined context of the study.

For this research, teachers from the selected elementary schools were chosen using a non-probability sampling method, specifically total enumeration (if all teachers are included) or purposive sampling (if inclusion is based on defined criteria such as assignment, tenure, or availability). This method is suitable because it allows the researcher to focus on respondents who are directly involved in instructional delivery and whose professional records, such as IPCRF ratings, are available and relevant to the objectives of the study. The use of this sampling method ensures that participants possess the necessary experience and exposure to provide accurate and meaningful data related to instructional quality and task performance.

4. Presentation of Data, Interpretation, and Analysis:

This part presents a meticulous, thorough analysis, and comprehensive interpretation of the data collected throughout the study. The objective is to yield a nuanced understanding of the pertinent research inquiries. Specifically, this study seeks to critically evaluate the instructional quality of elementary teachers across three distinct schools within the District of Aloguinsan, Cebu, during the academic year 2025–2026. The findings derived from this evaluation will serve as a foundational basis for the design and implementation of a targeted training program aimed at enhancing teacher development and instructional practices. By integrating insights from the collected data, this analysis not only contributes to the existing body of knowledge regarding educational quality but also proposes actionable strategies for professional growth among educators in the region. Ultimately, this part underscores the importance of continuous improvement in teaching methodologies, demonstrating a commitment to fostering an environment that prioritizes academic excellence for all students.

DEMOGRAPHIC PROFILE OF THE RESPONDENTS

This section presents the demographic profile of the respondents involved in the study, which provides essential background information for understanding the context of the findings. Specifically, it describes the respondents in terms of age, gender, highest educational attainment, and related trainings attended. These demographic variables are important in examining instructional quality, as teachers' personal and professional characteristics may influence their instructional practices, task performance, and perceptions of instructional quality. Presenting the demographic profile also serves as a basis for interpreting variations in instructional outcomes and for contextualizing the relationships among the variables examined in the study.

AGE AND GENDER

Through experience, teaching methods, and student interaction, teachers' age and gender affect the quality of their instruction; research has shown conflicting effects on direct student accomplishment. While female instructors usually exhibit higher work satisfaction and more favorable classroom interactions, they are generally perceived as having more experience, and they frequently have a positive impact on students' ability in disciplines like math and science.

The demographic characteristics of teacher-respondents, particularly their age and gender, provide essential context for understanding instructional quality. Research suggests that teacher age and gender influence instructional quality through differences in classroom experience, teaching styles, and patterns

of student interaction. Generally, older and more experienced teachers are perceived to bring deeper pedagogical maturity, while female teachers have been observed to exhibit higher levels of job satisfaction and more positive classroom interactions, factors which collectively shape instructional effectiveness in elementary classrooms. The following table presents the distribution of the teacher-respondents according to their age and gender.

Table 1
Age and Gender

Age (years old)	Gender				Total	
	Male		Female			
	Frequency	Percent	Frequency	Percent	Frequency	Percent
26 – 30	1	1.09	6	6.52	7	7.61
31 – 35	8	8.70	43	46.74	51	55.43
41 – 45	1	1.09	12	13.04	13	14.13
46 Above	3	3.26	18	19.57	21	22.83
Total	13	14.13	79	85.87	92	100
Average	37.4565					
Standard Deviation	6.93203					

The results show a clear predominance of female teachers, who comprise 85.87% of the total respondents, while male teachers account for only 14.13%. This gender distribution reflects a long-established trend in elementary education, where teaching roles are largely occupied by women, particularly in public school settings. Such a pattern is significant because gender composition may influence collaborative practices, mentoring dynamics, and instructional continuity within schools.

In terms of age, the respondents have a mean age of 37.46 years with a standard deviation of 6.93, indicating a predominantly middle-aged teaching workforce with moderate variability. The largest proportion of teachers falls within the 31–35 age bracket, followed by those aged 46 and above. This age profile suggests a healthy mix of early-career and more experienced teachers, allowing for the integration of innovative instructional approaches alongside established pedagogical practices. The relatively narrow spread of ages further indicates a stable teaching force, which is important for sustaining consistent instructional practices and school-level improvement initiatives.

These findings are supported by related literature highlighting the influence of age and gender composition on instructional practices and professional engagement. The OECD (2020) reported that female teachers continue to dominate the elementary education sector worldwide, particularly in public school systems, reflecting enduring gender norms within the profession. This pattern is likewise evident in Philippine public schools and has been associated with strong collaborative cultures and continuity in instructional delivery. Furthermore, studies on teacher age distribution suggest that a predominantly middle-aged teaching population benefits from a balance of professional experience and adaptability, enabling teachers to combine pedagogical maturity with openness to instructional innovation (Halfon, 2025). Nazareno and Montañez (2025) likewise found that teachers within this age range tend to demonstrate stable classroom management skills, reflective teaching practices, and instructional consistency—key components of instructional quality. Taken together, the age and gender profile observed in this study provides an

important contextual basis for understanding variations in instructional task performance and perceived instructional quality among the respondents.

Highest Educational Attainment

The highest educational attainment of teachers is widely regarded as a significant predictor of instructional quality. Advanced degrees provide teachers with deeper subject-matter expertise, stronger pedagogical skills, and enhanced classroom management capabilities. Higher academic qualifications are generally associated with more competent instruction, which in turn contributes to improved student learning outcomes, increased learner engagement, and stronger professional practice. The table below summarizes the highest educational attainment profile of the teacher-respondents.

Table 3
Highest Educational Attainment

	Frequency	Percent
Bachelor's degree	10	10.9
With Units in MAED	76	82.6
Full Fledge Master's Degree Holder	3	3.3
With Units in Doctorate	2	2.2
Full Fledge Doctorate Degree Holder	1	1.1
Total	92	100.0

In examining the instructional quality of elementary teachers in three schools in the District of Aloguinsan, Cebu, it is essential to consider the respondents' highest educational attainment, as academic preparation plays a significant role in shaping teaching competence. As shown in Table 3, a substantial majority of the respondents (82.6%) have earned units toward a Master's degree in Education (MAED), indicating strong engagement in graduate-level professional development. This finding suggests that most teachers have been exposed to advanced educational theories, instructional strategies, and assessment practices, which are fundamental to effective classroom instruction. Meanwhile, 10.9% of the respondents hold only a bachelor's degree, while a smaller proportion (3.3%) have completed a full master's degree, reflecting variation in formal academic preparation among the teaching workforce.

The data further reveal that a limited number of respondents have pursued doctoral studies, with 2.2% having doctoral units and 1.1% being full-fledged doctoral degree holders. Although this group represents a small segment of the sample, teachers with doctoral training often possess advanced research skills, deeper pedagogical insight, and greater capacity for reflective and evidence-based practice. Such qualifications can contribute to instructional leadership, curriculum innovation, and mentoring within school settings. The presence of teachers across different levels of academic attainment highlights a diverse professional profile that can support collaborative learning and peer-driven professional growth within schools.

These findings are consistent with existing literature that underscores the importance of advanced academic preparation in enhancing instructional quality. Meyer et al. (2023) reported that teachers engaged in graduate studies tend to demonstrate stronger instructional planning, reflective practice, and sustained engagement in professional learning. Likewise, the OECD (2020) emphasized that teachers with postgraduate education are more likely to employ evidence-informed teaching strategies and participate actively in professional learning communities. Local research further supports this relationship, indicating

that higher educational attainment enhances teachers' ability to interpret curriculum standards, design effective instructional strategies, and sustain positive teacher–student interactions (Armentano, 2024). However, Rochnia (2025) cautioned that advanced degrees alone do not automatically translate into superior teaching performance; rather, instructional quality is maximized when academic preparation is complemented by supportive school conditions and ongoing professional development. Overall, the educational attainment profile of the respondents provides an important contextual basis for understanding instructional quality and identifying priority areas for targeted teacher training initiatives.

Related Trainings Attended

The number of related trainings attended by teachers significantly influences instructional quality by enhancing pedagogical skills, strengthening classroom management capabilities, and deepening subject expertise. Ongoing professional development is directly correlated with improved student learning outcomes and serves as a crucial mechanism for adapting to new curricula, instructional standards, and emerging teaching technologies. The following table presents the distribution of the respondents according to the number of related trainings attended.

Table 4
Related Trainings Attended

	Frequency	Percent	Valid Percent
0 – 2	9	9.8	9.8
3 – 5	53	57.6	57.6
6 – 10	20	21.8	21.8
11 and above	10	10.9	10.9
Total	92	100.0	100.0

Table 4 presents the distribution of professional development trainings attended by elementary teachers in three schools in the District of Aloguinsan, Cebu, during the School Year 2025–2026. The results indicate that the majority of respondents (57.6%) attended between three and five trainings, suggesting a sustained level of engagement in professional development activities. This pattern reflects teachers' commitment to continuous learning, which is essential for strengthening instructional competence, updating pedagogical practices, and responding to evolving curriculum demands.

A substantial proportion of the respondents (21.8%) reported attending six to ten trainings, while 10.9% participated in eleven or more professional development activities. This level of involvement indicates a high degree of professional initiative and exposure to diverse instructional innovations. Teachers with greater training exposure are often better equipped to implement learner-centered strategies, integrate assessment practices, and adapt instruction to varied learner needs. Conversely, 9.8% of the respondents attended only zero to two trainings, which raises concerns regarding equitable access to professional development opportunities and the possible effects of limited training on instructional effectiveness. This variation underscores the importance of examining training participation as a contextual factor influencing instructional quality and task performance.

These findings are strongly supported by related literature emphasizing that the effectiveness of professional development lies in its continuity, relevance, and alignment with classroom realities. Audisio et al. (2023) found that teachers who engage in sustained and coherent professional development are more likely to refine instructional strategies and strengthen classroom interaction practices. Similarly, Meyer et

al. (2023) emphasized that training yields meaningful instructional improvement when it is directly aligned with teachers' instructional challenges rather than measured solely by frequency. Local studies further affirm that regular participation in training enhances teachers' instructional confidence, adaptability, and capacity to manage classroom and documentation demands (Pagela Jr., 2024). In contrast, limited exposure to professional development has been associated with difficulties in meeting instructional expectations, particularly during curriculum reforms and heightened accountability requirements (Malinao & Miano, 2025). Collectively, these studies reinforce the importance of examining training participation alongside instructional task performance and perceived instructional quality, and they strongly justify the development of a needs-based teacher training program as a key output of the present study.

THE EXTENT PERFORMANCE OF RESPONDENTS INSTRUCTIONAL TASK

This section presents the extent to which the respondents perform their instructional tasks as part of their professional responsibilities. It focuses on key areas of instructional task performance, particularly classroom teaching and the submission of teaching-related documents and requirements. Examining the extent of instructional task performance is essential in understanding how teachers carry out daily teaching functions and comply with academic and administrative expectations. The results in this section provide a basis for assessing the level of consistency and effectiveness in instructional practices and for analyzing their relationship with instructional quality and teaching performance.

Classroom Teaching

Classroom teaching is the primary driver of instructional quality, directly influencing student learning outcomes through active engagement, cognitive activation, and supportive interactions. High-quality instruction hinges on teacher pedagogical content knowledge, structured lessons, and tailored, immediate feedback that makes complex content accessible.

Table 5 presents the extent to which elementary teachers perform their classroom teaching tasks, focusing on lesson preparation, instructional delivery, classroom management, assessment integration, and reflective practice. The findings reveal that most indicators obtained high to very high mean scores, indicating strong agreement among respondents that these instructional practices are consistently implemented. Notably, preparing daily lesson plans aligned with the MELCs, effective use of instructional materials, integration of assessment strategies, and encouragement of active learner participation all received very high mean ratings. These results suggest that teachers demonstrate strong adherence to curriculum standards and employ instructional practices that support learner-centered and outcomes-based teaching.

Table 5
Classroom Teaching

Statements	Mean	Std. Deviation	Description
1. Preparing daily lesson plans aligned with the MELCs and learning competencies.	4.9022	.29871	SA
2. Organizing classroom activities to maximize learner engagement and participation.	3.7826	.41473	A

3. Applying appropriate teaching strategies suited to learners' abilities and needs.	4.0652	.24826	A
4. Using instructional materials and learning resources effectively during lessons.	4.9348	.24826	SA
5. Managing classroom behavior to maintain a positive and orderly learning environment.	3.8478	.36116	A
6. Explaining lesson objectives and concepts clearly and systematically.	4.4239	.49688	SA
7. Encouraging active participation and meaningful interaction among learners.	4.7174	.45273	SA
8. Integrating assessment strategies to monitor learners' understanding during lessons.	4.9348	.24826	SA
9. Adjusting instruction based on learners' responses and learning difficulties.	3.9130	.28332	A
10. Reflecting on teaching practices to improve future instructional delivery.	3.8478	.36116	A
Valid N (listwise)	4.33695	0.341347	SA

Legend: 1.00-1.80-Strongly Disagree (SD); 1.81-2.60-Disagree (D); 2.61-3.40-Moderately Agree (MA); 3.41-4.20-Agree (A); 4.21-5.00-Strongly Agree (SA)

However, certain aspects of classroom teaching recorded relatively lower mean scores, particularly the organization of classroom activities to maximize learner engagement, reflective practice, and instructional adjustment based on learner responses. While these indicators still fall within the “Agree” range, their comparatively lower ratings point to areas where instructional practices may be less consistently applied or more challenging to execute. These results imply that although teachers are competent in planning and delivering lessons, sustaining high levels of engagement, adaptive instruction, and systematic reflection may require further support. This finding is critical because learner engagement and responsiveness are essential for meaningful learning, especially in diverse elementary classrooms.

These results are strongly supported by related literature emphasizing that instructional quality is multidimensional and extends beyond lesson planning and content delivery. The OECD (2020) emphasized that high-quality teaching involves clear instruction, active engagement, formative assessment, and responsive teaching practices, all of which must work together to support learning. Zhang (2024) found that teaching strategies that actively engage learners significantly improve participation and motivation, underscoring the need to strengthen activity organization and interaction-focused strategies. Similarly, Sankalaite et al. (2023) highlighted that effective classroom interaction requires intentional scaffolding and responsiveness, which develop through sustained professional learning. Halfon (2025) further argued that reflective practice and instructional adjustment are hallmarks of quality teaching but often require targeted training and coaching to be fully realized. Collectively, these studies support the present findings and reinforce the need for a focused teacher training program that strengthens engagement strategies, adaptive instruction, and reflective teaching practices to enhance overall instructional quality.

Submission of Teaching-Related Documents and Requirements

The submission of teaching-related documents and requirements—such as lesson plans, instructional materials, learner assessment data, and portfolios—is critical to instructional quality because it transforms

teaching from a subjective, solitary activity into an objective, evidence-based, and collaborative process. This systematic approach aligns instructional practices with educational goals and

Table 6
Submission of Teaching-Related Documents and Requirements

Statements	Mean	Std. Deviation	Description
1. Preparing required teaching documents in accordance with DepEd guidelines and timelines.	4.2283	.42201	SA
2. Completing lesson plans, DLLs, or DLPs accurately and consistently.	4.0978	.29871	A
3. Submitting instructional reports and forms on or before the given deadlines.	3.5543	.49976	A
4. Maintaining organized and updated teaching records and files.	4.4565	.50084	SA
5. Compiling learners' assessment records and performance outputs systematically.	4.9348	.24826	SA
6. Accomplishing IPCRF-related forms and supporting documents properly.	4.7826	.41473	SA
7. Updating teaching documents based on supervisors' feedback and recommendations.	4.2283	.42201	SA
8. Ensuring accuracy and completeness of submitted instructional documents.	4.7826	.41473	SA
9. Coordinating with school heads or subject heads regarding document requirements.	4.6196	.48815	SA
10. Complying with administrative instructions related to teaching documentation.	4.8696	.33863	SA
Valid N (listwise)	4.45544	0.404783	SA

Legend: 1.00-1.80-Strongly Disagree (SD); 1.81-2.60-Disagree (D); 2.61-3.40-Moderately Agree (MA); 3.41-4.20-Agree (A); 4.21-5.00-Strongly Agree (SA)

ensures that teaching is responsive to learner diversity and focused on improved learning outcomes. The following table presents the extent of compliance of the respondents with respect to the submission of teaching-related documents and requirements.

Table 6 presents the extent to which teachers comply with teaching-related documentation and administrative requirements. The overall results show a very high level of agreement among respondents, indicating that teachers are generally diligent in preparing, maintaining, and submitting required instructional documents. High mean scores were recorded for systematically compiling learners' assessment records, accomplishing IPCRF-related forms, ensuring document accuracy, and complying with administrative instructions. These findings reflect teachers' strong sense of accountability and familiarity with DepEd documentation standards, which are integral to performance monitoring and instructional planning.

Despite the generally positive results, the item on submitting instructional reports and forms on or before the given deadlines obtained the lowest mean score among all indicators. While still interpreted as “Agree,” this result suggests that timeliness remains a challenge for some teachers. This may be attributed to competing instructional responsibilities, increasing documentation demands, or limited administrative support. The variation in scores highlights that while teachers value documentation and compliance, managing deadlines alongside classroom responsibilities may place additional pressure on their workload. Supporting studies provide strong contextual explanations for these findings. Stacey (2024) and Tarraya (2023) emphasized that documentation and reporting requirements significantly shape teachers’ workload and time allocation, often competing with instructional preparation and delivery. Shen et al. (2025) further demonstrated that increased administrative workload can lead to reduced work engagement, indirectly affecting instructional effectiveness. Local studies by Pagela Jr. (2024) and Malinao and Miano (2025) similarly identified documentation demands as a major challenge faced by public school teachers, particularly during curriculum reforms and heightened accountability measures. Rochnia (2025) and Cruz (2024) also highlighted that performance management systems such as IPCRF can support instructional improvement when paired with adequate guidance, but may become burdensome when compliance is emphasized over developmental feedback. These studies collectively affirm that while teachers demonstrate strong compliance with documentation requirements, targeted training and system-level support are necessary to help teachers manage documentation efficiently without compromising instructional quality.

RESPONDENT’S LEVEL OF AGREEMENT REGARDING THEIR INSTRUCTIONAL QUALITY

This section presents the respondents’ level of agreement regarding their instructional quality as reflected in their teaching methods and strategies and their interactions with learners. It examines how teachers perceive and evaluate the quality of their instructional practices in relation to learner engagement, instructional delivery, and classroom interaction. Understanding teachers’ perceptions of their instructional quality is important, as these perceptions influence instructional behaviors, task performance, and professional commitment. The findings in this section provide insight into areas of instructional strength and aspects that may require further enhancement through targeted professional development.

Teaching Methods and Strategies

Teaching methods and strategies form a critical component of instructional quality assurance, acting as a bridge between educational theory, pedagogical planning, and actual student learning outcomes. The intentional selection, implementation, and documentation of these strategies transform teaching from an informal, personality-driven activity into a scientific, intentional process that can be observed, evaluated, and improved. The table below presents the respondents’ level of agreement regarding their use of teaching methods and strategies.

Table 7 presents the respondents’ level of agreement regarding their teaching methods and strategies as indicators of instructional quality. The results show that the use of learner-centered approaches that promote active participation and the demonstration of mastery of subject matter obtained the highest mean scores, both interpreted as Strongly Agree. These findings indicate that teachers place strong emphasis on engaging learners actively and delivering content with confidence and clarity, reflecting sound pedagogical practices aligned with curriculum standards. Such approaches are essential in elementary instruction, where learner engagement, clarity of objectives, and responsiveness to learners’

Table 7
Teaching Methods and Strategies

Statements	Mean	Std. Deviation	Description
1. Applying varied teaching strategies to address diverse learners' needs.	4.3913	.49072	SA
2. Selecting teaching methods that align with lesson objectives and competencies.	4.9022	.29871	SA
3. Using learner-centered approaches to promote active participation.	4.9674	.17858	SA
4. Integrating appropriate instructional materials to support lesson delivery.	4.5761	.49688	SA
5. Adapting teaching strategies based on learners' understanding and performance.	4.2283	.42201	SA
6. Employing questioning techniques that encourage critical and reflective thinking.	4.2283	.42201	SA
7. Incorporating formative assessment strategies during instruction.	3.9674	.17858	A
8. Utilizing time efficiently to achieve lesson objectives.	4.6087	.49072	SA
9. Demonstrating mastery of subject matter through effective teaching strategies.	4.9674	.17858	SA
10. Reflecting on teaching methods to improve instructional effectiveness.	4.0978	.29871	A
Valid N (listwise)	4.49349	0.34555	SA

Legend: 1.00-1.80-Strongly Disagree (SD); 1.81-2.60-Disagree (D); 2.61-3.40-Moderately Agree (MA); 3.41-4.20-Agree (A); 4.21-5.00-Strongly Agree (SA)

needs play a central role in effective teaching.

Despite the overall positive results, certain aspects recorded comparatively lower mean scores, particularly the integration of formative assessment strategies and reflective practice on teaching methods. Although still falling within the Agree range, these findings suggest that formative assessment and systematic reflection may not be as consistently embedded in classroom instruction as other teaching practices. This indicates potential gaps in teachers' use of assessment-for-learning strategies that inform real-time instructional adjustments. Given the importance of formative assessment in identifying learning gaps and guiding instructional decisions, strengthening this area remains a critical concern for improving instructional quality.

These findings are strongly supported by contemporary literature emphasizing that high-quality teaching is characterized not only by varied and learner-centered strategies but also by the effective use of formative assessment and reflective practice. OECD (2020) underscored that instructional quality is multidimensional, requiring alignment between teaching strategies, assessment, and feedback mechanisms. Zhang (2024) demonstrated that teaching strategies which actively engage learners significantly improve participation and learning outcomes, reinforcing the high ratings observed in learner-centered practices. However, Meyer et al. (2023) and Audisio et al. (2023) emphasized that

formative assessment and reflective teaching are often weaker areas unless supported by sustained, practice-focused professional development. Halfon (2025) further argued that reflective practice is a learned professional competence that requires structured mentoring and training. Collectively, these studies support the present findings and highlight the need for a targeted teacher training program that strengthens formative assessment integration and reflective instructional practices to further enhance teaching effectiveness.

Teacher-Student Interaction

Teacher–student interaction is critical to instructional quality, acting as a primary driver of academic achievement, student engagement, and social-emotional development. Meaningful interactions—including timely feedback, personalized support, and active listening—cultivate a positive classroom climate that increases student motivation, attendance, and willingness to engage with complex material. The following table presents the respondents' level of agreement regarding their teacher–student interaction practices.

Table 8 presents the respondents' perceptions of teacher–student interaction as a key dimension of instructional quality. The findings reveal that responding promptly to learners' questions and demonstrating fairness and consistency received the highest mean scores, both interpreted as Strongly Agree. These results indicate that teachers are highly attentive to learners' immediate instructional needs and are committed to equitable classroom practices. Such interactional behaviors contribute to a structured and supportive learning environment, which is essential for maintaining classroom order and promoting academic engagement.

Table 8
Teacher-Student Interaction

Statements	Mean	Std. Deviation	Description
1. Establishing a respectful and supportive learning environment for all learners.	4.5109	.50262	SA
2. Encouraging open communication and active dialogue in the classroom.	4.9022	.29871	SA
3. Responding to learners' questions and concerns promptly and clearly.	4.9674	.17858	SA
4. Providing constructive feedback to support learners' improvement.	4.1304	.33863	A
5. Recognizing learners' efforts and achievements during instruction.	4.2283	.42201	SA
6. Motivating learners to participate actively in classroom activities.	4.6087	.49072	SA
7. Demonstrating fairness and consistency in dealing with learners.	4.9674	.17858	SA
8. Listening attentively to learners' ideas, opinions, and difficulties.	4.9457	.22794	SA

9. Building positive relationships that promote trust and confidence among learners.	3.7826	.41473	A
10. Supporting learners' emotional and academic needs during instruction.	4.7717	.42201	SA
Valid N (listwise)	4.58153	0.347453	SA

Legend: 1.00-1.80-Strongly Disagree (SD); 1.81-2.60-Disagree (D); 2.61-3.40-Moderately Agree (MA); 3.41-4.20-Agree (A); 4.21-5.00-Strongly Agree (SA)

In contrast, the indicator related to building positive relationships that promote trust and confidence among learners obtained the lowest mean score, although still interpreted as Agree. This suggests that while teachers are effective in managing classroom interactions and addressing academic concerns, relational aspects of teaching—such as fostering deeper emotional connections and learner trust—may not be as strongly emphasized. Relationship-building is a complex and time-intensive aspect of teaching, often influenced by class size, workload, and administrative demands, which may explain the relatively lower rating for this indicator.

Supporting studies strongly affirm the significance of teacher–student interaction in shaping instructional quality and learner outcomes. Sankalaite et al. (2023) emphasized that effective teacher–student interaction involves intentional scaffolding, responsiveness, and emotional support, all of which contribute to learners' cognitive engagement. Liu et al. (2024) further demonstrated that positive teacher–student relationships enhance students' motivation, participation, and academic persistence. However, Pagela Jr. (2024) and Tarraya (2023) noted that increasing workload and documentation demands may limit teachers' capacity to focus on relational aspects of instruction. Rochnia (2025) also highlighted that performance and accountability pressures can shift teachers' attention toward compliance rather than relationship-building. These studies collectively explain the observed pattern in the findings and underscore the need for professional development programs that explicitly address interpersonal skills, classroom communication, and relationship-centered teaching as integral components of instructional quality.

TEACHING PERFORMANCE OF RESPONDENTS FOR THE SCHOOL YEAR 2024-2025 BASED ON IPCRF RATING

This section presents the teaching performance of the respondents for School Year 2024–2025 as reflected in their Individual Performance Commitment and Review Form (IPCRF) ratings. The IPCRF serves as the official performance evaluation tool used by the Department of Education to assess teachers' professional competence, instructional effectiveness, and compliance with performance standards. Examining teachers' IPCRF ratings provides an objective basis for understanding their overall teaching performance and complements the self-reported measures of instructional task performance and instructional quality. The results in this section serve as an important reference for analyzing relationships among the study variables and for identifying areas that may be addressed through a targeted teacher training program.

TEACHING PERFORMANCE BASED ON IPCRF RATING

Teaching performance is among the most critical school-related factors influencing student achievement, directly shaping instructional quality, learning outcomes, and student engagement. Highly effective

teaching transforms classroom dynamics, enhancing student motivation and academic attainment, with stronger performance correlating to higher proficiency in pedagogical skills and curriculum delivery. The table below presents the distribution of the teacher-respondents' IPCRF ratings for School Year 2024–2025.

Table 9
TEACHING PERFORMANCE BASED ON IPCRF RATING

Rating Range	Frequency	Percentage	Verbal Description
4.16 – 4.20	9	9.78	Very Satisfactory
4.11 – 4.15	31	33.7	Very Satisfactory
4.06 – 4.10	35	38.04	Very Satisfactory
4.01 – 4.05	11	12.22	Very Satisfactory
3.90 – 4.00	6	6.52	Very Satisfactory
Total	92	100.0	
Mean	4.0922		
Std. Deviation	0.05876		

Table 9 presents the distribution of the Individual Performance Commitment and Review Form (IPCRF) ratings of elementary teachers included in the study. The results show that the largest proportion of respondents (38.04%) obtained ratings ranging from 4.06 to 4.10, followed by 33.70% who received ratings between 4.11 and 4.15. These findings indicate that the majority of teachers were rated within the Very Satisfactory to Outstanding performance levels, reflecting strong compliance with professional standards and expectations set by the Department of Education. This overall pattern suggests that teachers consistently demonstrate competence in instructional delivery, classroom management, and professional responsibilities as captured by the IPCRF indicators.

Further examination of the distribution reveals that 12.22% of teachers fell within the 4.01 to 4.05 rating range, while smaller proportions were rated at the lower (3.90–4.00) and higher (4.16–4.20) ends of the scale. Although the results are generally favorable, the presence of teachers at the lower end of the rating spectrum highlights variations in instructional performance that warrant closer attention. The overall mean rating of 4.0922, coupled with a relatively small standard deviation of 0.05876, indicates consistency in performance ratings across respondents. However, this consistency may also suggest that ratings cluster closely together, potentially masking subtle differences in instructional practice that are not fully captured by numerical scores alone.

These findings are supported by related literature emphasizing that performance ratings such as IPCRF serve as useful indicators of general teaching competence but may have limitations in capturing the full complexity of instructional quality. Rochnia (2025) noted that teacher evaluation systems can promote instructional improvement when they are used as developmental tools supported by feedback and professional learning opportunities. Similarly, Cruz (2024) found that while many teachers receive high IPCRF ratings, these scores do not automatically translate into improved classroom practices unless accompanied by targeted technical assistance. Armentano (2024) further emphasized that performance ratings often reflect compliance with standards and documentation requirements rather than nuanced

instructional behaviors. In the same vein, DepEd (2025) underscores that IPCRF is intended to guide professional growth and capacity building, not merely to rank teachers. Collectively, these studies suggest that the high IPCRF ratings observed in this study provide a strong foundation for instructional quality, but they also reinforce the need to use performance data diagnostically—as a basis for designing a focused teacher training program that addresses specific instructional gaps and promotes continuous professional improvement.

SIGNIFICANT RELATIONSHIP BETWEEN TEACHERS' EXTENT OF TASK PERFORMANCE AND THEIR PERCEIVED INSTRUCTIONAL QUALITY

This section presents the analysis of the significant relationship between teachers' extent of task performance and their perceived instructional quality. It examines how the consistency and effectiveness with which teachers perform their instructional tasks—such as classroom teaching and the completion of teaching-related documents—are associated with their perceptions of instructional quality in terms of teaching methods, strategies, and teacher–student interaction. Analyzing this relationship is important in understanding whether effective task execution translates into higher perceived instructional quality. The findings in this section provide empirical evidence on the interdependence of instructional responsibilities and instructional quality, serving as a basis for informed recommendations and the development of a targeted teacher training program.

Table 10
Teachers' Extent of Task Performance and Their Perceived Instructional Quality

Correlation		Instructional Quality
Task Performance	Pearson Correlation	.833**
	Sig. (2-tailed)	.001

Table 10 presents the relationship between teachers' task performance and their perceived instructional quality. The Pearson correlation coefficient yielded a value of $r = .833$, with a p -value of $.001$, indicating a very strong, positive, and statistically significant relationship between the two variables. This result implies that as teachers' extent of task performance increases, their level of instructional quality likewise increases. Since the computed significance value is less than the 0.05 level of significance, the null hypothesis stating that there is no significant relationship between task performance and instructional quality is rejected.

The strength of the correlation suggests that instructional quality is closely linked to how consistently and effectively teachers perform their instructional tasks, including classroom teaching and the completion of teaching-related documents and requirements. Teachers who demonstrate high levels of task performance are more likely to plan lessons systematically, manage classrooms effectively, use appropriate teaching strategies, and provide meaningful learner engagement. Conversely, lower levels of task performance may constrain teachers' capacity to deliver high-quality instruction due to insufficient preparation, time limitations, or administrative pressures. This finding underscores the practical reality that instructional quality is not isolated from daily teaching responsibilities but is shaped by how well teachers execute both instructional and compliance-related tasks.

These findings are strongly supported by related literature which emphasizes the interconnectedness of instructional work and teaching quality. OECD (2020) highlighted that high-quality instruction is

sustained through consistent planning, effective classroom implementation, and reflective documentation practices, all of which form part of teachers' core tasks. Bibon (2022) found that teachers' instructional practices—particularly lesson planning, delivery, and assessment—are significantly associated with learning outcomes, reinforcing the link between task performance and instructional effectiveness. Similarly, Pamunag and Mosquera (2025) demonstrated that task overload and poor management of teaching-related duties negatively affect teaching performance, implying that effective task execution supports instructional quality. Pacod (2025) further confirmed that instructional practices and task-related behaviors are strongly correlated with perceived teaching effectiveness. Collectively, these studies affirm the present finding that task performance is a critical determinant of instructional quality and provide strong justification for using task performance results as a basis for designing a targeted teacher training program aimed at strengthening both instructional execution and overall teaching quality.

SIGNIFICANT RELATIONSHIP BETWEEN TEACHERS' LEVEL OF AGREEMENT ON INSTRUCTIONAL QUALITY AND THEIR TASK PERFORMANCE

This section examines the significant relationship between teachers' level of agreement on instructional quality and their extent of task performance. It focuses on how teachers' perceptions, beliefs, and agreement regarding the quality of their instructional practices relate to the manner in which they carry out instructional tasks such as classroom teaching and the completion of teaching-related requirements. Understanding this relationship is essential, as teachers who value and strongly agree with quality instructional practices may be more motivated and consistent in performing their professional tasks. The findings in this section provide insight into the alignment between instructional beliefs and actual task execution and serve as a basis for formulating evidence-based conclusions and recommendations for teacher development.

Table 11
Teachers' Level of Agreement on Instructional Quality and Their Task Performance

Correlation		Task Performance
Level of agreement	Pearson Correlation	.841**
	Sig. (2-tailed)	.001

Table 11 presents the relationship between teachers' level of agreement on instructional quality and their extent of task performance. The computed Pearson correlation coefficient yielded a value of $r = .841$, with a p-value of .001, indicating a very strong, positive, and statistically significant relationship between the two variables. Since the significance value is lower than the 0.05 level of significance, the null hypothesis stating that there is no significant relationship between teachers' level of agreement on instructional quality and their task performance is rejected.

The very high correlation coefficient suggests that teachers who strongly agree with positive instructional quality indicators tend to demonstrate higher levels of task performance. This implies that teachers' perceptions and beliefs about effective instruction are closely linked to how consistently they perform instructional tasks such as classroom teaching, lesson preparation, and submission of teaching-related documents. Teachers who value learner-centered strategies, meaningful interaction, and quality instruction are more likely to invest effort in planning, organizing, and executing teaching tasks effectively.

Conversely, weaker agreement with instructional quality indicators may be associated with lower consistency in task performance.

These findings are supported by related literature emphasizing that teachers' instructional beliefs and perceptions influence their professional practices. OECD (2020) highlighted that teachers' shared understanding and agreement on what constitutes quality teaching strongly shape instructional behaviors and daily teaching tasks. Zhang (2024) found that teachers who value learner-centered and engagement-focused instruction are more likely to apply effective strategies consistently in the classroom. Similarly, Halfon (2025) emphasized that teachers' professional beliefs about instructional quality guide their pedagogical decisions, effort allocation, and task execution. Local studies further support this relationship, with Pacod (2025) reporting strong associations between teachers' perceptions of instructional practices and their actual teaching performance. Rochnia (2025) also noted that when teachers internalize instructional standards as meaningful and developmental, they are more likely to comply with instructional tasks in a purposeful manner rather than viewing them as mere requirements. Collectively, these studies affirm the present finding that teachers' level of agreement on instructional quality is a powerful determinant of task performance, reinforcing the need for training programs that strengthen both instructional beliefs and practical task execution to sustain high levels of instructional quality.

V. Findings:

Overall, the findings demonstrate that teachers possess strong instructional competence, high task performance, and positive perceptions of instructional quality. However, areas such as formative assessment integration, reflective teaching, engagement maximization, relationship-building, and deadline management in documentation emerged as developmental needs. These results provide a clear empirical basis for designing a targeted teacher training program focused on strengthening both instructional practices and task management competencies to further enhance instructional quality in the district.

VI. Conclusion:

The findings of the study lead to several conclusions regarding the instructional quality of elementary teachers in the District of Aloguinsan, Cebu. The demographic profile indicates that the teaching workforce is predominantly female and largely within the middle-age bracket, suggesting a stable and experienced pool of educators capable of sustaining instructional continuity and professional collaboration. The high proportion of teachers pursuing graduate studies further reflects a strong commitment to professional growth and academic advancement. Participation in professional development trainings, while generally adequate, varies among teachers, implying that access to continuous learning opportunities is not uniformly distributed and may influence instructional enhancement.

Teachers demonstrate a very high extent of performance in carrying out instructional tasks, both in classroom teaching and in the submission of teaching-related documents and requirements. This indicates that teachers are highly compliant with curriculum standards, instructional planning expectations, and administrative accountability systems. Their consistent preparation of lesson plans, effective use of instructional materials, and integration of assessment strategies confirm their competence in instructional delivery. However, the comparatively lower ratings in adaptive instruction, reflective teaching, and activity organization suggest that while foundational teaching practices are strong, higher-order pedagogical processes require further strengthening.

The very high level of agreement regarding instructional quality affirms that teachers possess positive perceptions of their teaching competence, particularly in the use of learner-centered strategies and in maintaining productive teacher–student interactions. These perceptions reflect confidence in instructional delivery and classroom engagement practices. Nonetheless, areas such as formative assessment integration and deeper relationship-building with learners remain developmental spaces that need focused professional support.

Teaching performance, as reflected in IPCRF ratings, confirms that teachers generally operate within very satisfactory to outstanding levels of professional competence. This consistency suggests alignment between self-reported instructional practices and formal performance evaluation outcomes. However, the clustering of ratings also implies that performance appraisal systems may not fully capture nuanced variations in instructional quality, reinforcing the need for complementary developmental interventions beyond evaluation metrics.

The significant relationships identified in the study establish that instructional quality is closely linked to teachers' task performance. Effective execution of instructional and administrative responsibilities directly supports high-quality teaching practices. Likewise, teachers' beliefs and level of agreement regarding instructional quality significantly influence how they perform their professional tasks. This demonstrates that instructional perceptions, professional values, and task behaviors operate in an interconnected manner. Overall, the study concludes that elementary teachers in the district possess strong instructional foundations, high levels of professional performance, and positive instructional orientations. However, targeted capacity-building initiatives are necessary to enhance formative assessment practices, reflective teaching, learner engagement strategies, interpersonal relationship-building, and efficient management of documentation demands. These developmental needs provide a concrete basis for designing a responsive teacher training program aimed at sustaining and further elevating instructional quality in the district.

VII. Recommendation:

In light of the findings and conclusions of the study, several recommendations are advanced to further enhance the instructional quality of elementary teachers in the District of Aloguinsan, Cebu. School heads and district supervisors may strengthen the implementation of sustained, needs-based professional development programs that focus on enhancing higher-order pedagogical competencies. Particular attention should be given to training on formative assessment integration, adaptive instruction, reflective teaching practices, and the design of highly engaging classroom activities, as these areas emerged as relatively less consistent aspects of instructional practice. Structured Learning Action Cell (LAC) sessions, demonstration teaching, peer coaching, and lesson study approaches may be institutionalized to provide continuous, school-based professional support.

Teachers may be encouraged to deepen reflective practice by maintaining reflective journals, engaging in collaborative lesson reviews, and utilizing classroom observation feedback as tools for instructional improvement. Strengthening teachers' capacity to analyze learner responses and adjust instruction accordingly will further promote responsive and differentiated teaching. Likewise, targeted workshops on assessment for learning may be conducted to enhance teachers' competence in designing formative assessment tools, interpreting assessment data, and using results to guide instructional decisions.

Given the high documentation demands reported, school administrators may review existing documentation processes to ensure efficiency and alignment with instructional priorities. Capacity-building activities on time management, records organization, and digital documentation systems may be

provided to help teachers manage administrative requirements without compromising instructional preparation and delivery. Streamlining reporting procedures and providing clerical or technical support where feasible may further reduce workload pressures.

Professional development initiatives may also include training on interpersonal communication, socio-emotional learning, and relationship-centered classroom practices to strengthen teacher–student trust and rapport. Programs that enhance teachers’ emotional intelligence, classroom communication skills, and learner support strategies may contribute to more holistic instructional quality. Mentoring programs pairing experienced teachers with early-career educators may likewise promote the sharing of effective engagement and relationship-building practices.

At the policy and district levels, equitable access to professional development opportunities may be ensured so that teachers with limited training exposure can participate in sustained capacity-building initiatives. Monitoring and evaluation mechanisms may be established to assess the impact of training programs on instructional practices and learner outcomes. Future researchers may expand the scope of similar studies by including additional variables such as school leadership support, resource availability, and learner achievement data to generate more comprehensive instructional quality frameworks.

Finally, the proposed teacher training program derived from this study may be implemented, pilot-tested, and continuously refined based on feedback and performance data. Through sustained professional learning, administrative support, and evidence-based intervention, instructional quality in the district may be further strengthened, ultimately contributing to improved learner engagement and academic success.

As a requirement for graduation, a portion of this research shall be developed into a publishable manuscript. The correlational findings on the significant relationship between teachers’ instructional task performance and perceived instructional quality ($r = .833$, $p = .001$), together with the identified developmental needs in formative assessment integration, reflective practice, adaptive instruction, and teacher–student interaction, present a strong empirical contribution suitable for publication in peer-reviewed education journals. Recommended publication venues include the Asia-Pacific Education Researcher, the Philippine Journal of Education Studies, Psychology and Education: A Multidisciplinary Journal, or the International Journal of Educational Management and Development Studies. The researcher, in coordination with the thesis adviser, shall identify the most publishable section and prepare the manuscript for journal submission in compliance with the institutional publication requirement.

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