



# INSTITUTIONAL SUPPORT AND CONTENT RELEVANCE ON INSTRUCTIONAL QUALITY OF BASIC EDUCATION TEACHERS

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**Abstract:** This research examined the influence of institutional support and content relevance on instructional quality among basic education teachers in Valencia City. Utilizing a quantitative design, data was collected from 150 public school teachers through surveys, ensuring diverse representation via stratified random sampling. Statistical analyses, including descriptive statistics, t-tests, ANOVA, and regression analysis, identified significant predictors of instructional quality. Results indicated that teachers perceived institutional support positively, particularly in professional development opportunities. Content relevance was also rated highly, with teachers recognizing its impact on student engagement. A strong positive correlation was found between instructional quality and both institutional support and content relevance, highlighting the necessity of these factors for effective teaching practices. The study underscored the interconnected nature of institutional support, content relevance, and instructional quality. By focusing on these areas, schools improved educational results. The findings suggested that investing in teacher training and keeping curriculum materials up-to-date could create a better learning environment for both teachers and students.

**Keywords:** *Institutional Support, Content Relevance, Instructional Quality*

## I. INTRODUCTION

The quality of education was a key factor for social growth and personal success globally. In basic education, teachers were vital in influencing how well students learned. Research showed that effective teaching practices were closely connected to the support teachers received from their schools and the relevance of the content they taught (Teig & Nilsen, 2022). Institutional support, which comprised professional development opportunities and access to teaching materials, significantly enhanced teacher skills and classroom management (Yasin & Mustafa, 2020). Additionally, content relevance guaranteed that teaching materials aligned with curriculum standards and related to real-life situations, increasing student engagement and motivation (Frymier & Shulman, 2016).

Despite recognizing the importance of institutional support and content relevance in enhancing teaching quality, researchers noted a lack of comprehensive studies examining how these factors affected basic education teachers. Effective teaching practices depended on the resources and support provided by educational institutions. Many teachers expressed a lack of administrative support and professional development opportunities, which limited their effectiveness (Lewing, 2019). This gap highlighted the need for an in-depth investigation into how perceived institutional support shaped teachers' experiences and instructional quality.

This study focused on three primary areas: institutional support, content relevance, and instructional quality. Institutional support covered the availability of resources, administrative assistance, and professional development opportunities. Content relevance evaluated how well teaching materials corresponded with real-life applications and engaged students. Instructional quality assessed teacher competence levels, motivation factors, and classroom management skills. Understanding the interconnectedness among these areas was vital for grasping their collective impact on instructional quality. Previous studies showed that higher levels of institutional support correlated with improved teaching practices (Rafsanjani et al., 2022). Moreover, content relevance was linked to enhanced student engagement, fostering better learning outcomes (Shafer et al., 2022). This research aimed to explore these relationships further and identify additional factors that might predict instructional quality among basic education teachers.

International studies highlighted the connection between teacher competencies and instructional quality among basic education teachers. Effective professional development led to improved teaching practices while emphasizing the importance of institutional support (Teig & Nilsen, 2022). Strong instructional management skills among teachers enhanced the quality of

instruction across various contexts, affirming that institutional support was critical (Yasin & Mustafa, 2020). Research revealed that strong institutional support significantly increased faculty engagement, resulting in better student experiences (Lewing, 2019). On the contrary, inadequate support systems could lead to feelings of isolation among faculty members, adversely affecting their job satisfaction and student learning experiences (Lewing, 2019). Strong institutional support and effective professional development were key contributors to higher instructional quality since supported teachers were more motivated to adopt innovative teaching methods (Rafsanjani et al., 2022). Insufficient resources and lack of administrative support hindered teachers' capacity to deliver high-quality instruction, leading to reduced student engagement and achievement.

Research in the Philippines revealed the crucial role of institutional support in meeting diverse student learning needs while ensuring educational quality. Effective student support services improved academic performance and satisfaction, but challenges like limited resources and a need for ongoing enhancements persisted (Protacio, 2023). In culturally diverse environments, the use of English as a medium of instruction positively influenced teaching practices and student engagement; however, inadequate teacher training and resources hindered effective content delivery (Mallillin & Villareal, 2021). In remote areas such as Davao Del Norte, teachers faced difficulties due to insufficient institutional support and limited access to professional development, which affected their teaching quality (Algonos et al., 2024). There was also a notable disconnect between curriculum standards and classroom instruction, which further impacted teacher effectiveness (Doctora, 2022). Overall, these findings highlighted the essential link between institutional support, relevant content, and instructional quality in improving educational outcomes in the Philippines. Addressing these challenges was vital for creating a more effective educational environment that catered to all students' needs.

The main goal of this research was to evaluate the levels of institutional support and content relevance experienced by basic education teachers in the Division of Valencia City during the 2024-2025 school year. The study explored how these factors affected instructional quality and identified key variables that contributed to effective teaching practices. By examining these elements, the research aimed to provide insights that could guide policy decisions and enhance educational practices in the local area. The focus on the interaction between institutional support and content relevance highlighted important implications for teacher training programs and resource distribution in schools. Overall, the findings sought to improve the educational experience for both teachers and students in Valencia City.

### 1.1 Objectives

This study aimed to explore how institutional support and content relevance relate to the instructional quality of basic education teachers. Specifically, it sought to:

1. To assess the level of institutional support experienced by teachers in terms of:
  - a. the perceived availability of resources;
  - b. the extent of administrative support; and
  - c. the availability of professional development opportunities.
2. To evaluate the level of content relevance experienced by teachers in terms of:
  - a. the relevance of curriculum content;
  - b. the support provided for implementation; and
  - c. the impact on student engagement.
3. To determine the level of instructional quality among Basic Education teachers, focusing on:
  - a. teacher competence levels;
  - b. teacher motivation factors; and
  - c. classroom management skills.
4. To investigate whether there is a significant relationship between instructional quality and:
  - a. institutional support; and
  - b. content relevance.
5. To identify any variable, either singly or in combination, that best predicts the instructional quality among Basic Education teachers.

## II. RESEARCH METHODOLOGY

### 2.1 Research Design

This study utilized a quantitative research design to systematically investigate the relationships between institutional support, content relevance, and instructional quality among basic education teachers. The quantitative approach allowed for the collection of numerical data that could be analyzed statistically, providing clear insights into the factors affecting teaching practices. Surveys were used as the primary method for data collection, ensuring that the responses could be easily quantified and compared. This design aimed to identify patterns and correlations among the variables, helping to clarify how institutional support and content relevance impacted instructional quality. By focusing on measurable outcomes, the research sought to provide evidence-based conclusions that could inform educational policies. The structured nature of this design also facilitated a straightforward analysis of the data collected from participants. Overall, the quantitative research design was chosen to effectively address the study's objectives and research questions.

### 2.2 Locale of the Study

The research was conducted in public schools within the Division of Valencia City, a region known for its diverse educational environment. This locale provided a rich context for examining how institutional support and content relevance influenced teaching practices in basic education. Valencia City was selected due to its mix of urban and rural schools, each facing

unique challenges related to resources and support systems. The choice of public schools allowed for a focus on teachers who often operate under similar administrative structures and funding limitations. By studying this specific area, the research aimed to uncover insights that were directly applicable to local educational contexts. Additionally, Valencia City's diverse student population offered an opportunity to explore how different teaching strategies affected various learner needs. This localized focus ensured that the findings would have practical implications for improving educational quality in the region.

### 2.3 Participants of the Study

The participants in this study included 150 public school teachers from various institutions within Valencia City. This sample size was chosen to ensure a diverse representation of educators across different grade levels and subject areas. By including teachers with varying years of experience, the study aimed to capture a wide range of perspectives on institutional support and content relevance. The selection process emphasized inclusivity, allowing for voices from both seasoned educators and those newer to the profession to be heard. This diversity was crucial for understanding how different factors impacted instructional quality across various teaching contexts. Participants were recruited through their respective schools, ensuring that all teachers had an equal opportunity to contribute to the research. Overall, this careful selection of participants aimed to provide comprehensive insights into the experiences of public-school teachers in Valencia City.

### 2.4 Research Instruments

The main tool used for data collection in this study was a survey questionnaire created specifically for public school teachers. This questionnaire included standardized questions that measured teachers' thoughts on institutional support, content relevance, and instructional quality. Each question was designed to be clear and straightforward, allowing for easy analysis of the responses. To ensure that the questions were relevant and understandable, the questionnaire was reviewed by educational experts before it was distributed. This validation process helped confirm that the questions accurately represented the concepts being studied. The survey also allowed teachers to answer anonymously, which encouraged them to provide honest feedback about their experiences in the classroom. The reliability of the questionnaire was shown by a Cronbach's Alpha of .978 during the pilot test, indicating that it was very consistent. The questionnaire used a rating scale for responses, where a score of 5 meant strong agreement and a very positive view, while a score of 1 indicated strong disagreement and a very negative view. This organized approach not only helped gather reliable data but also offered valuable insights into teachers' perspectives on what affects instructional quality.

### 2.5 Sampling Design

A stratified random sampling design was employed to select participants from the population of public-school teachers in Valencia City. This method involved dividing teachers into subgroups based on characteristics such as grade level and years of experience before randomly selecting individuals from each group. By using this approach, the study aimed to ensure that different perspectives were represented in the sample while minimizing bias in participant selection. The stratified design allowed for a more comprehensive understanding of how institutional support and content relevance varied among different types of educators. In addition, it helped increase the generalizability of the findings across various teaching contexts within public schools. Careful attention was given to maintaining an adequate sample size from each subgroup to enhance the reliability of results. Ultimately, this sampling design contributed significantly to capturing a well-rounded view of teacher experiences.

### 2.6 Data Gathering Procedure

The data gathering procedure involved several key steps to ensure thoroughness and accuracy in collecting information from participants. First, researchers crafted a detailed questionnaire that addressed all relevant aspects of institutional support and content relevance experienced by teachers. After developing the questionnaire, it underwent a validation process where experts reviewed its content for clarity and relevance. A pilot test was then conducted with a small group of teachers, yielding a high reliability score (Cronbach's Alpha = .978), which indicated strong internal consistency among survey items. Following these preparations, letters were sent to various public schools in Valencia City seeking permission to conduct the study with their teachers. Once approval was obtained, researchers distributed the finalized questionnaires directly to participating teachers during scheduled meetings. Finally, responses were input into Excel for analysis using statistical methods to derive meaningful insights related to instructional quality among basic education teachers.

### 2.7 Statistical Tools

In this research, several statistical tools were employed to analyze the data collected from public school teachers. The primary tool was a survey questionnaire, which allowed teachers to express their views on institutional support, content relevance, and instructional quality. To summarize the data, descriptive statistics were used, providing insights into the average levels of support and relevance experienced by the teachers. Inferential statistics, such as t-tests and ANOVA, were applied to determine if there were significant differences between groups and to explore relationships between variables. The reliability of the questionnaire was assessed using Cronbach's Alpha, which indicated a high level of consistency in responses. Additionally, regression analysis was conducted to identify any variables that could predict instructional quality among teachers. Overall, these statistical tools helped transform raw data into meaningful insights that informed the study's conclusions.

## III. RESULTS AND DISCUSSION

### 3.1 Instructional Support on Basic Education Teachers

The level of institutional support of the basic education teachers of the Department of Education, particularly in the Division of Valencia City, is presented in Table 1. The table showed the indicators, mean scores, standard deviation to descriptive rating, and qualitative interpretation.

Table 1. Summary of Institutional Support in the Aspect Perceived Availability of Resources, Administrative Support and Professional Development Opportunities

Indicators	Mean	Descriptive Rating	Qualitative Interpretation
Perceived Availability of Resources	3.90	Agree	Positive
Administrative Support	4.00	Agree	Positive
Professional Development Opportunities	4.16	Agree	Positive
Overall Mean	4.02	Agree	Positive

Legend: Rating	Scale	Descriptive Rating	Qualitative Interpretation
	5	4.51-5.00	Strongly Agree
	4	3.51-4.50	Agree
	3	2.51-3.50	Neutral
	2	1.51-2.50	Disagree
	1	1.00-1.50	Strongly Disagree

The results in Table 1 summarized the institutional support experienced by teachers in three main areas: perceived availability of resources, administrative support, and professional development opportunities. Overall, the data showed a positive perception among respondents, with an average score of 4.02, indicating agreement with a positive interpretation. Specifically, the perceived availability of resources received a mean score of 3.90, suggesting that teachers generally felt that resources were accessible and met their needs, though there was some room for improvement. Administrative support scored 4.00, indicating that teachers felt adequately supported by their administration, contributing to a stable work environment. The highest score was for professional development opportunities, which had a mean of 4.16, showing that teachers felt well-supported in their growth and skill advancement. This strong score suggested that institutions prioritized professional development, positively impacting job satisfaction and staff development.

This aligns with findings from Doctora (2022), who highlighted the importance of accessible learning resources in enhancing teaching effectiveness. Similarly, Lewing (2019) emphasized that perceived institutional support contributes significantly to teacher satisfaction and retention, reinforcing the idea that a supportive environment is crucial for educators. However, while the mean score for perceived availability of resources was 3.90, indicating agreement but also room for improvement, it suggests that some teachers may still face challenges in accessing necessary materials.

In contrast, the highest mean score of 4.16 for professional development opportunities indicates that teachers feel well-supported in their growth and skill enhancement. This is consistent with the research by Algonos et al. (2024), which underscores the significance of professional development in fostering teacher effectiveness and job satisfaction. The emphasis on professional growth is further supported by Abulon (2014), who noted that effective teaching concepts are integral to teacher education curriculums. While administrative support scored 4.00, reflecting a stable work environment, it highlights the need for ongoing attention to ensure that all aspects of institutional support are adequately addressed to foster a thriving educational atmosphere for teachers and students alike.

### 3.2. Content Relevance of Basic Education Teachers

The level of content relevance of the basic education teachers of the Department of Education, particularly in the Division of Valencia City, is presented in Table 2. The table showed the indicators, mean scores, descriptive rating, and qualitative interpretation. Every content relevance domain with its corresponding indicators was discussed and interpreted individually.

Table 2. Summary of Content Relevance in the Aspect Curriculum Content Relevance, Support Implementation and Impact on Engagement

Indicators	Mean	Descriptive Rating	Qualitative Interpretation
Curriculum Content Relevance	4.26	Agree	Positive
Support Implementation	4.21	Agree	Positive
Impact on Engagement	4.38	Agree	Positive
Overall Mean	4.28	Agree	Positive

Legend:	Rating	Scale	Descriptive Rating	Qualitative Interpretation
		5	4.51-5.00	Strongly Agree
		4	3.51-4.50	Agree
		3	2.51-3.50	Neutral
		2	1.51-2.50	Disagree
		1	1.00-1.50	Strongly Disagree

Table 2 summarized the perceived content relevance across three key indicators: curriculum content relevance, support for implementation, and impact on engagement. The overall mean score of 4.28 indicated a positive view of the content's relevance in

supporting teaching and learning. The highest score was for the impact on engagement, which received a mean of 4.38, showing that teachers believed the curriculum effectively boosted student engagement. Support for implementation scored 4.21, reflecting confidence in the resources and guidance available for delivering the curriculum. Lastly, curriculum content relevance scored 4.26, suggesting that teachers found the curriculum aligned with educational goals and suitable for students' needs, highlighting its effectiveness in creating meaningful learning experiences.

These results align with Johansen et al. (2023), who noted that relevant content enhances student vitality and involvement in learning. Abulon (2014) also emphasized the importance of integrating effective teaching concepts into the curriculum to foster meaningful learning experiences, which likely contributed to the positive perceptions observed among teachers. While the scores for support implementation (4.21) and curriculum content relevance (4.26) were high, they also pointed to areas that could benefit from ongoing attention to enhance educational practices further. Teachers felt confident in the resources available to them, indicating a supportive teaching environment. However, as Doctora (2022) pointed out, continuous professional development and resource availability are crucial for maintaining high instructional quality. This perspective is echoed by Algonos et al. (2024), who discussed challenges faced by educators in remote areas, highlighting the need for adequate support systems to ensure all teachers can deliver relevant and engaging content effectively. Overall, while the findings showed strong content relevance, they also underscored the importance of sustained support and development to improve teaching and learning outcomes further.

### 3.3 Instructional Quality Among Basic Education Teachers

Table 3 summarized instructional quality based on three indicators: teacher competence level, teacher motivation factor, and classroom management skills. The overall mean score of 4.48, rated as "Agree" with a "Positive" qualitative interpretation, indicated a high level of satisfaction with instructional quality, affirming that teachers demonstrated strong skills and positive attitudes in their roles.

Table 3. Summary of Instructional Quality in the Aspect Teacher Competence Level, Teacher Motivation Factor and Classroom Management Skills

Indicators	Mean	Descriptive Rating	Qualitative Interpretation
Teacher Competence Level	4.47	Agree	Positive
Teacher Motivation Factor	4.49	Agree	Positive
Classroom Management Skills	4.48	Agree	Positive
Overall Mean	4.48	Agree	Positive

Legend:

Rating	Scale	Descriptive Rating	Qualitative Interpretation
5	4.51-5.00	Strongly Agree	Highly Positive
4	3.51-4.50	Agree	Positive
3	2.51-3.50	Neutral	Moderate
2	1.51-2.50	Disagree	Negative
1	1.00-1.50	Strongly Disagree	Highly Negative

The teacher motivation factor received the highest mean score of 4.49, indicating that teachers were highly motivated and enthusiastic about their work. This enthusiasm likely helped create a dynamic and supportive learning environment. Classroom management skills were closely rated at 4.48, showing that teachers were effective in establishing structured and conducive learning spaces, which are essential for keeping students focused and engaged. The teacher competence level was rated at 4.47, suggesting that teachers were seen as skilled and knowledgeable, able to deliver content effectively. Together, these high scores highlighted a strong foundation of instructional quality, supported by motivated teachers who possess effective classroom management skills.

This enthusiasm likely contributed to a dynamic and supportive learning environment, which is crucial for student engagement (Johansen et al., 2023). Furthermore, effective classroom management skills, rated at 4.48, demonstrated that teachers were successful in creating structured environments that kept students focused and engaged, reinforcing the idea that strong classroom management is vital for effective teaching (Senden et al., 2022).

In addition to motivation and classroom management, the teacher competence level scored 4.47, indicating that teachers were perceived as skilled and knowledgeable in delivering content effectively. This aligns with findings from Doctora (2022), who emphasized the importance of teacher competence in ensuring high-quality instruction. Competent teachers are better equipped to meet diverse student needs and foster a positive learning atmosphere (Rafsanjani et al., 2022). Together, these high scores reflect a solid foundation of instructional quality supported by motivated teachers who possess effective classroom management skills. However, continuous professional development is essential to maintain and enhance these competencies over time (Algonos et al., 2024). Overall, the findings underscore the importance of motivated and competent educators in creating an effective learning environment for students.

### 3.4 Correlation Analysis of Instructional Quality to Institutional Support and Content Relevance Among Teachers

The Pearson product-moment correlation coefficient was used to analyze the relationships between instructional quality, institutional support, and content relevance among teachers. The results, based on responses from 150 teacher participants, showed a significant positive correlation between instructional quality and both institutional support and content relevance, with all indicators achieving a significance level of 0.01. This means that higher levels of institutional support and content relevance were

associated with improved instructional quality. Overall, the findings suggest that enhancing institutional support and ensuring relevant content can lead to better teaching practices.

Table 4. Correlation analysis of instructional quality to institutional support and content relevance

INDICATORS	CORRELATION COEFFICIENT (r)	PROBABILITY (p)
Institutional Support	0.384	0.000**
Perceived Availability of Resources	0.280	0.000**
Administrative Support	0.348	0.000**
Professional Development Opportunities	0.418	0.000**
Content Relevance	0.480	0.000**
Curriculum Content Relevance	0.459	0.000**
Support Implementation	0.636	0.000**
Impact on Engagement	0.605	0.000**

\*\* correlation is significant at the 0.01 level

Professional development opportunities had the highest correlation with instructional quality at  $r = 0.418$ , indicating that growth and skill development positively affected teachers' effectiveness. Administrative support ( $r = 0.348$ ) and perceived availability of resources ( $r = 0.280$ ) also showed significant correlations, highlighting their importance in enhancing instructional quality. In terms of content relevance, support for implementation had the strongest correlation with instructional quality at  $r = 0.636$ , showing that the resources available for implementing curriculum content greatly influenced teaching effectiveness. The impact on engagement ( $r = 0.605$ ) and curriculum content relevance ( $r = 0.459$ ) further demonstrated that engaging and relevant content significantly improved instructional quality. Overall, these findings stressed the need for supportive structures, professional development, and well-implemented content to create an effective learning environment for students.

The findings indicated that professional development opportunities significantly contributed to enhancing teaching performance, aligning with Doctora's (2022) emphasis on the importance of quality learning resources. Similarly, Lewing (2019) highlighted that perceived institutional support was crucial for creating a positive work environment, which in turn encouraged teacher retention and satisfaction. Despite generally high scores, there was still a slight gap in the perceived availability of resources, which scored 3.90, suggesting that teachers recognized the need for improvement in this area. This need for adequate resources was echoed by Ondong (2024), who explored how resource utilization directly impacted educational outcomes. Additionally, Algonos et al. (2024) pointed out the challenges faced by teachers in remote areas, reflecting broader issues related to resource distribution and accessibility within educational institutions. Overall, while the results showed a solid foundation of institutional support for teachers in Valencia City, they also underscored the necessity for ongoing assessment and enhancement of resource availability to ensure comprehensive support across all aspects of their professional experience.

### 3.5. Regression Analysis of Instructional Quality

This part dealt with the regression analysis of the dependent and predictor variables. Table 5 presented the stepwise multiple regression analysis on the variables of institutional support and content relevance. Among the two variables included in the regression analysis, content relevance was found to be a significant predictor of the dependent variable, which was instructional quality.

Table 5. Variables that Best Predict Instructional Quality

VARIABLES	Unstandardized Coefficient		Standardized Coefficient	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.627	0.280		5.816	.000
<u>Curriculum Content Relevance</u>	<u>0.173</u>	<u>0.079</u>	<u>0.213</u>	<u>2.205</u>	<u>.029</u>
<u>Impact on Engagement</u>	<u>0.481</u>	<u>0.071</u>	<u>0.526</u>	<u>6.775</u>	<u>.000</u>
R = 0.664		R <sup>2</sup> = 0.441	F = 18.781	Sig. = .000**	

Regression Equation Model

$$Y = 1.627 + 0.173X_1 + 0.481X_2$$

Where:

$$Y = \text{Instructional Quality}$$

$$X_1 = \text{Curriculum Content Relevance}$$

$$X_2 = \text{Impact on Engagement}$$

The results from Table 5 highlighted that the impact on engagement and curriculum content relevance were significant predictors of instructional quality. The regression analysis showed that the impact on engagement had the strongest influence, with a standardized coefficient (Beta) of 0.526, indicating that as engagement increased, instructional quality improved significantly. This variable had a highly significant effect, with a t-value of 6.775 and a p-value of 0.000. Curriculum content relevance, while still significant, had a weaker impact with a Beta value of 0.213 and a t-value of 2.205, suggesting a positive but less influential contribution to instructional quality ( $p = 0.029$ ). The regression model as a whole explained 44.1% of the variance in instructional quality ( $R^2 = 0.441$ ), and the overall model was statistically significant ( $F = 18.781$ ,  $p = 0.000$ ). This suggested that both the

relevance of the curriculum content and the level of student engagement played key roles in determining the quality of instruction, with engagement being the more influential factor.

This finding aligned with the research by Johansen et al. (2023), which emphasized that engaging content was crucial for enhancing student motivation and involvement in learning. Similarly, Abulon (2014) highlighted the importance of relevant curriculum content in fostering effective teaching, reinforcing the idea that when teachers delivered material that resonated with students, instructional quality was positively affected. In addition to engagement, curriculum content relevance also played a vital role, albeit with a slightly weaker influence ( $\beta = 0.213$ ). This supported the findings of Delos Angeles (2019), who noted that a well-aligned curriculum contributed to successful educational outcomes. The overall model explained 44.1% of the variance in instructional quality, indicating that while these two factors were significant, other elements may have also impacted teaching effectiveness. The emphasis on both engagement and relevant content underscored the interconnected nature of instructional quality with institutional support and content relevance, suggesting that creating an engaging and meaningful learning environment was essential for achieving high-quality instruction (Doctora, 2022).

#### IV: CONCLUSION & RECOMMENDATION

The results of this study highlighted the importance of institutional support and content relevance in enhancing instructional quality. Respondents expressed a positive perception of the resources available to them, administrative support, and professional development opportunities, with overall mean scores indicating strong agreement. Specifically, professional development opportunities received the highest rating, suggesting that teachers felt well-supported in their growth and skill advancement. Furthermore, the findings revealed that curriculum content relevance and its impact on student engagement were significant predictors of instructional quality. The strong correlation between these factors indicated that when teachers have access to relevant and engaging curriculum materials, they are more likely to deliver effective instruction. Besides, the high levels of teacher motivation and competence further contributed to a supportive learning environment. Overall, these results underscored the interconnected nature of institutional support, content relevance, and instructional quality in fostering effective teaching practices.

In summary, the study emphasized the need for educational institutions to prioritize both institutional support and relevant curriculum design to improve instructional quality. While teachers reported positive experiences with available resources and support systems, there is still room for improvement in resource accessibility. Institutions should focus on ensuring that all teachers have equal access to professional development opportunities and necessary materials for effective teaching. As well, regular evaluations of curriculum content should be conducted to ensure it remains engaging and aligned with students' needs. By fostering an environment where teachers feel supported and equipped with relevant tools, educational institutions can enhance instructional quality and ultimately improve student learning outcomes.

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