

Alignment of Core Teaching Priorities and Learning Outcomes

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Abstract. This study examined the implementation and alignment of core teaching priorities and their relationship with the learning outcomes of Grade 4 learners at Canlangit Elementary School during the School Year 2025–2026. Despite continuing efforts to improve instructional quality in elementary education, limited empirical evidence exists on how the alignment of teachers' core teaching priorities with instructional standards influences the learning outcomes of Grade 4 learners in rural public schools. Specifically, it assessed the implementation of core teaching priorities, the alignment of teaching practices with professional teaching standards, the level of learners' outcomes, the relationship between instructional alignment and learner performance, and the challenges encountered by teachers. A quantitative descriptive-correlational research design was employed involving 40 respondents composed of the school head, Grade 4 teachers, and learners. Data were collected using a validated researcher-made questionnaire and school learning records and analyzed through frequency counts, percentages, weighted mean, standard deviation, and Pearson product-moment correlation. The findings revealed that core teaching priorities were very highly implemented across learner-centered instruction, instructional planning, assessment-based instruction, technology integration, and professional collaboration. Teaching practices were also very highly aligned with professional teaching standards, while learners demonstrated high academic performance. A moderate positive and significant relationship was found between instructional alignment and learning outcomes, indicating that stronger alignment contributes to improved learner achievement. Teachers also identified challenges related to limited instructional resources, inadequate information and communication technology facilities, and diverse learner needs. The study concludes that strengthening instructional alignment through sustained professional development, adequate instructional resources, and school support can enhance teaching effectiveness and learner achievement.

Keywords: core teaching priorities; educational management; instructional alignment; learning outcomes; Philippine Professional Standards for Teachers (PPST)

Introduction

The quality of basic education in the 21st century is strongly influenced by the extent to which teaching practices align with clearly defined learning competencies and standards. Contemporary educational research emphasizes that classroom instruction remains the most direct school-based factor affecting learner achievement, while leadership and instructional coherence serve as enabling conditions for effective teaching (UNESCO, 2020; UNESCO, 2021). In elementary education, particularly at the intermediate level, such as Grade 4, aligning teaching priorities with curriculum competencies is crucial as learners transition from foundational literacy to more complex comprehension, numeracy, and content-integration skills. When instructional priorities are systematically aligned with expected competencies, teaching becomes more focused, assessment becomes more meaningful, and learner outcomes improve in measurable ways.

Globally, education systems have increasingly adopted outcomes-based and competency-driven frameworks to ensure that teaching practices translate into actual learning gains. Post-pandemic reforms further highlighted the need for coherent alignment among curriculum standards, instructional delivery, and assessment practices to address learning gaps and recovery challenges (Malpass, 2022; Fullan, 2021). However, many reforms encounter difficulties due to fragmented implementation and weak alignment between the intended curriculum and enacted classroom practice (Zhao et al., 2023). In elementary classrooms,



misalignment may occur when teaching activities, materials, and assessments do not fully reflect targeted competencies. This underscores the importance of establishing evidence-based, priority-aligned teaching frameworks that guide teachers in connecting lesson objectives, strategies, and assessments to defined learning standards.

In the Philippine basic education context, strengthening foundational learning has become a national priority through reforms such as the MATATAG Agenda, which emphasizes curriculum decongestion, improved teaching quality, and stronger learning recovery systems (DepEd, 2023). Central to these reforms is the recognition that teachers must prioritize essential learning competencies and ensure their alignment with classroom instruction and assessment. The Philippine Professional Standards for Teachers (PPST) further highlight the need for aligned teaching practices across the domains of content knowledge, pedagogy, assessment, and learner-centered instruction (DepEd, 2022). For Grade 4 learners whose competencies involve higher-order reading comprehension, mathematical reasoning, and integrated subject understanding, aligning teaching priorities with MELCs is essential to ensure mastery and progression.

Research also indicates that teacher effectiveness improves when data on learner performance and competency attainment guide instructional decisions. Evidence-based teaching practices enable teachers to identify priority learning areas, adjust strategies, and monitor progress systematically (Darling-Hammond et al., 2017). In elementary settings, this is particularly relevant because learner diversity in ability levels requires differentiated instruction aligned with specific competencies. When teaching priorities are informed by evidence such as assessment results, classroom observations, and competency tracking, instructional planning becomes more responsive and targeted, thereby improving learning outcomes among Grade 4 pupils.

Teacher professional learning structures, such as Learning Action Cells (LACs), peer collaboration, and instructional coaching, further support alignment of teaching priorities with competencies. Studies show that sustained, school-embedded professional development significantly enhances instructional alignment and teaching quality compared with isolated training events (Kim, 2025). Through collaborative lesson planning and reflective practice, teachers develop a shared understanding of competencies and appropriate instructional strategies. In the Philippine setting, LAC sessions provide a mechanism for teachers to analyze MELCs, design aligned learning tasks, and share evidence-based approaches, thereby strengthening instructional coherence at the classroom level.

The integration of assessment and instruction is another critical dimension of teaching priority alignment. Contemporary pedagogy emphasizes constructive alignment, in which learning objectives, teaching strategies, and assessments are coherently connected to ensure intended competencies are achieved (Loughlin et al., 2020). In Grade 4 classrooms, formative assessment practices such as performance tasks, comprehension checks, and competency-based rubrics help teachers monitor whether teaching priorities translate into actual mastery of learning. Without such alignment, assessment may measure skills that were not sufficiently taught, leading to gaps in learner achievement. Thus, aligning teaching priorities with competencies and assessment practices ensures valid measurement of learning outcomes.

Community and school-level support systems also contribute to effective alignment of teaching priorities. Research confirms that schools with collaborative cultures and strong stakeholder engagement demonstrate improved academic performance and learner motivation (Cagatan & Quirap, 2024). In elementary education, parental involvement and school support reinforce the competencies emphasized in classroom instruction, particularly in literacy and numeracy development. When teaching priorities are clearly aligned with competencies, communication with parents and stakeholders becomes more focused on specific learning goals, enabling shared responsibility for learner progress.

Given these considerations, there is a clear need to examine how teaching priorities align with learning competencies and how this alignment influences Grade 4 learning outcomes. Although recent studies have underscored the significance of instructional alignment, competency-based teaching, and teacher efficacy, most studies have examined these topics separately or in broader educational contexts. There is a lack of concrete data specifically investigating how aligning core teaching priorities influences Grade 4 students' outcomes in rural public elementary schools. This gap underscores the necessity for localized evidence to assist educators and school administrators in enhancing teaching methods and boosting student performance. This framework is in line with the Department of Education's objective of enhancing foundational learning and is consistent with the Philippine Professional Standards for Teachers and the MATATAG reforms. Ultimately, assessing the harmony between core teaching priorities and learning competencies is anticipated to improve instructional efficiency, aid students in mastering Grade 4 standards, enhance overall educational results.

Research Questions

This study aimed to determine the alignment and implementation of core teaching priorities to strengthen basic education and improve learning outcomes among Grade 4 teachers at Canlangit Elementary

School, Division of Bohol, for School Year 2025–2026, as a basis for crafting a Strategic Instructional Alignment Plan.

Specifically, it sought to answer the following questions:

1. As perceived by the teachers themselves, what is the level of implementation of core teaching priorities in strengthening basic education delivery in terms of:
 - 1.1 learner-centered instructional strategies;
 - 1.2 instructional planning and classroom practices;
 - 1.3 use of assessment data to improve instruction;
 - 1.4 integration of technology and innovative practices;
 - 1.5 collaboration through LAC, coaching, and mentoring?
2. As perceived by the respondent groups, what is the level of alignment of core teaching priorities in terms of the following PPST domains:
 - 2.1 content knowledge and pedagogy;
 - 2.2 learning environment;
 - 2.3 curriculum planning and implementation;
 - 2.4 assessment and reporting;
 - 2.5 professional engagement and collaboration?
3. What are the level of learning outcomes of Grade 4 learners as reflected in:
 - 3.1 academic performance indicators;
 - 3.2 formative and summative assessment results;
 - 3.3 classroom-based performance measures?
4. Is there a significant relationship between the alignment of core teaching priorities and Grade 4 learners' learning outcomes?
5. Based on the findings, what Strategic Instructional Alignment Plan can be crafted?

Scope and Delimitation of the Study

The study focused on examining the alignment and implementation of core teaching and how they impacted the learning progress of Grade 4 students. It took place at Canlangit Elementary School in Bohol, during the academic year 2025–2026, using a specific research design. The research involved 40 participants, including 14 educators and 26 Grade 4 students chosen randomly. The study concentrated on evaluating five main teaching priorities: learner-centered instructional strategies and instructional planning. The use of assessment data, technology integration, and collaboration. It also examined five areas outlined in the Philippine Professional Standards for Teachers (PPST): content knowledge and pedagogy, learning environment, curriculum planning and implementation, assessment and reporting, and professional engagement and collaboration. The evaluation of student progress was limited to Grade 4 academic performance indicators, formative and summative assessment results, and classroom-based performance measures. The research was delimited to a single rural school and a particular grade level, using surveys and school records for data collection, and excluding other grades, subjects, and qualitative methods.

Literature Review

Core Teaching Priorities

Essential teaching focuses are the key strategies and educational objectives that teachers concentrate on to guarantee significant student progress. These focuses usually revolve around developing basic skills, customizing teaching, ensuring clear and cohesive lessons, and promoting student involvement. Core practices are typically described as identifiable components of instruction that can be taught, learned, and are relevant to teacher effectiveness and backed by research (López-Jiménez et al., 2025).

Choosing methods that are commonly used in education, can be applied in various subjects, can be learned by beginners, aid beginners in understanding students, maintain the intricate nature of teaching, and have the ability to enhance student learning (Matsumoto-Ryoto & Ramirez-Montoya, 2021). Furthermore, being exposed to core teaching led to notably improved learning opportunities for students (Kang & Windschitl, 2018). Core teaching priorities are aimed at assisting beginners in making quick decisions during classroom teaching by emphasizing common practices that still demand judgment (Gaias et al., 2018).

New teachers in their first year who were trained in core teaching practices had more advantageous learning chances compared to other teachers (Windschitl et al., 2020). Furthermore, core teaching practices seem to assist novices in developing a practical educational vision and recognizing, focusing on, and enhancing students' concepts. Core teaching priorities are important as they also structure the key aspects that beginners should focus on during classroom engagement: encouraging student thoughts, guiding conversations, and overseeing group activities (Davis & Palincsar, 2022).

Core teaching priorities are now seen as an interconnected framework rather than a set of isolated instructional practices. Educational systems consistently underline effective teaching results from integrating instructional planning, learner-centered pedagogy, assessment literacy, and continuous professional learning (Joseph & Uzundu, 2024). While previous research focused on these competencies separately, recent findings indicate that implementing them together enhances instructional coherence, improves teacher effectiveness, and leads to lasting enhancements in learner achievement (Mag-atas, 2026). This change signifies an increasing acknowledgment that delivering high-quality instruction requires educators to simultaneously apply multiple teaching competencies to cater to diverse learner requirements and evolving classroom environments.

Instructional Alignment

Instructional alignment refers to the consistent alignment of learning goals or standards, teaching methods and resources, and evaluations, to ensure they are all directed towards achieving the same desired learning results (Hristov et al., 2023). In practice, aligned systems connect standards or competencies to curriculum, classroom activities, and evaluations to ensure that students are being taught and assessed on the material they are supposed to master (Zhu, 2025).

Instructional alignment appears to enhance learning as it provides students with a uniform message about important concepts, what they need to work on, and how their achievements will be evaluated (Meng, 2023). Furthermore, instructional alignment has demonstrated enhanced learning outcomes, increased competency mastery, improved integration of knowledge, and better academic performance or learning opportunities (Aga, 2023; Macphail et al., 2021). Also, working on instructional alignment can serve as a form of professional growth, aiding educators in comprehending standards, assessments, and ways to enhance teaching (Aquino, 2024).

Alignment in education is crucial as it ensures that teaching, learning, and assessment are consistent and understandable. When these components are not in sync, it can negatively impact learning, motivation, and the interpretation of assessment outcomes (Respicio & Bauyot, 2026). Conversely, when they are aligned, students benefit from having clear objectives and improved assistance in reaching them (Khan et al., 2025).

Instructional alignment is a fundamental aspect of successful curriculum execution due to its role in establishing consistency among curriculum standards, learning goals, teaching methods, class activities, and evaluation procedures (Jaiswal, 2019). Furthermore, well-aligned instruction allows educators to provide more meaningful learning opportunities while ensuring alignment between desired and actual learning results. Instructional alignment goes beyond adhering to curriculum requirements by encouraging flexible teaching approaches that address students' requirements, classroom dynamics, and changing educational emphases (Trowsdale & McKay, 2023). These results indicate that instructional alignment functions as both a quality control measure and a method for enhancing student performance.

Philippine Professional Standards for Teachers (PPST)

The Philippine Professional Standards for Teachers were established as a national guideline under DepEd Order No. 42, 2017. This framework outlines the knowledge, actions, and principles that teachers should uphold throughout their careers and in various professional areas. It is often referred to as the foundation for evaluating teacher skills, assessing performance, implementing improvement initiatives, and supporting K to 12 educational changes (Gepila, 2020).

PPST is important for enhancing teachers' abilities as it helps pinpoint areas where skills are lacking, provides a foundation for professional growth, and connects distinct teaching areas to enhanced teaching quality and results (Mantos et al., 2025). Also, enhanced proficiency or knowledge in PPST is linked to improved student results in various research studies, such as students' academic achievements and skills relevant to the 21st century (Pamon & Oco, 2024). PPST is most effective in enhancing skills when educational institutions offer hands-on assistance, guidance, and practical training, rather than just focusing on meeting regulatory demands (Oriel & Estrellan, 2025). It also establishes career-level anticipations, from novice to highly skilled performance, to explain advancement and criteria as time passes (Cabradilla, 2025).

According to Marcelo (2025), comprehensive nature of the PPST in enhancing teacher development. It integrates various elements such as content knowledge, pedagogy, curriculum planning, assessment, learning environment, and professional engagement into a cohesive framework for effective teaching. Teachers' adherence to PPST indicators enhances instructional effectiveness, reflective practice, and evidence-based decision-making, ultimately supporting school improvement efforts and student achievement (Genebraldo & Arpilleda, 2026). However, the implementation of the Philippine Professional Standards for Teachers in elementary schools encounters obstacles such as inadequate training, limited resources, and overwhelming administrative responsibilities, which have a detrimental effect on student academic progress (Serrano & Fallado, 2025).

Learning Action Cell (LAC) / Professional Learning Community (PLC)

The Learning Action Cell (LAC) serves as a professional learning community within Philippine basic education institutions. It focuses on teacher development through collaboration, addressing specific needs, and taking action. Educators regularly characterize LAC as an organized setting for peer-to-peer learning, contemplation, guidance, and finding solutions that aid in professional development and enhancement of teaching practices (Maga-Vasquez, 2025).

LAC aims to enhance teacher collaboration and reflective practice by holding frequent on-site sessions at schools instead of off-site workshops (Grape, 2024). Educators mention that these meetings assist them in exchanging knowledge, addressing classroom issues, and collaboratively creating effective solutions to meet specific teaching requirements in their area (Quemado, 2025).

Furthermore, increased or more frequent implementation of LAC is linked to enhanced teacher skills, self-belief, teaching effectiveness, or professional development (Labao, 2026). LAC can be seen as the Philippine public education system's interpretation of a professional learning community; it is a structured and collaborative approach within schools to support ongoing teacher development (Opeña & Lagura, 2025). The effectiveness of LAC relies on continuous backing from leaders, suitable content in sessions, skilled facilitators, allocated time, and sufficient resources (Macapodi & Labitad, 2025).

In the Philippine setting, the implementation of Learning Action Cells (LAC) leads to an enhancement in teachers' pedagogical knowledge, instructional confidence, and professional development (Caoile & Pere, 2024). This improvement is achieved through structured opportunities for teachers to work together to address classroom issues and enhance their teaching practices. Similarly, Professional Learning Communities (PLCs) emphasize that ongoing professional collaboration plays a significant role in promoting innovative teaching practices, boosting teacher confidence, and fostering a shared responsibility for student achievement (Yegblemenawo et al., 2025). For this collaborative learning to be effective, it is crucial to have the support of school leadership and a culture of trust. While the methods of implementation may vary across educational settings, effective collaborative professional learning should be school-centered, responsive to the specific context, and dedicated to enhancing teaching and learning outcomes (Sinnayah et al., 2024).

Data-Driven Instruction

Data-Driven Instruction involves the continuous utilization of assessment data to establish objectives, adapt teaching strategies, pinpoint interventions, and evaluate the effectiveness of those adjustments. Educators utilize formative, benchmark, curriculum-aligned, diagnostic, and progress-tracking information to pinpoint areas where students are struggling, develop strategies for reteaching or differentiation, provide additional support to students in need, and adjust teaching methods as needed (Ruhter & Karvonen, 2023; Vortia & Djokoto, 2025).

Educators utilize assessment information to guide their planning and interventions by identifying areas of weakness either within the whole class or for individual students, confirming if scores accurately represent comprehension, connecting results to the curriculum, and deciding on the next steps for teaching (Yeboah et al., 2022). Moreover, enhancements in student results are likely, particularly for students facing difficulties, when the process involves consistent training, guidance, and transparent guidelines (Ansyari et al., 2020; Ruhter & Karvonen, 2023).

Effectively utilizing student performance data allows educators to pinpoint areas where learning is lacking, assess the efficacy of their teaching methods, and introduce timely interventions to meet students' academic requirements (Hase & Kuhl, 2024). The success of data-driven instruction hinges not just on having access to assessment data, but also on teachers' ability to analyze, employ, and integrate evidence into their classroom decision-making processes (Michos et al., 2023). As a result, data-driven instruction is a crucial element of adaptive teaching that bolsters the quality of instruction and fosters better educational outcomes for students (Sepeng & Moleko, 2024).

Theoretical and legal Basis of the study

Strengthening Grade 4 learning outcomes requires a coherent theoretical foundation that integrates learner-centered pedagogy, instructional alignment, collaborative professional practice, performance accountability, and inclusive education. This study is anchored on Constructivism, Systems Theory, Goal-Setting Theory, Distributed Leadership Theory, Professional Learning Community (PLC) theory, and Universal Design for Learning (UDL), supported by contemporary Philippine education reforms implemented after 2020. These perspectives collectively explain how alignment of teaching priorities with learning competencies leads to improved instructional coherence and learner achievement in elementary education.

Constructivism posits that learning is an active process in which learners construct knowledge by connecting new information with prior experiences. Contemporary research affirms that constructivist classrooms promote deeper understanding, higher-order thinking, and long-term retention when learners



engage in inquiry, collaboration, and authentic tasks (Darling-Hammond et al., 2017; UNESCO, 2020). In Grade 4 classrooms, learners transition toward more complex comprehension and reasoning skills; thus, teaching priorities such as literacy development, problem solving, and conceptual understanding must be aligned with competencies and contextualized experiences. Social constructivist perspectives further emphasize dialogue, scaffolding, and peer interaction as mechanisms that strengthen meaning-making and learner agency (UNESCO, 2021). Within this framework, teachers function as learning designers who align instructional activities with competencies to ensure meaningful engagement and mastery.

Systems Theory by Whitchurch and Constantine (1993), provides a macro-level lens for understanding instructional alignment as a function of interconnected educational components. Schools operate as systems composed of curriculum standards, teaching practices, assessment mechanisms, leadership support, and community engagement. Improvement occurs when these components are aligned and reinforced through feedback loops (Malpass

, 2022). In Grade 4 education, misalignment among MELCs, teaching strategies, and assessment practices may create gaps in competency attainment. Systems thinking, therefore, supports the need for structured, priority-aligned teaching frameworks that connect curriculum expectations, classroom instruction, and the monitoring of learner outcomes. In the Philippine context, the Basic Education Development Plan 2030 institutionalizes system-wide coherence among curriculum reform, teacher development, and learning recovery initiatives (DepEd, 2022).

Goal-Setting Theory explains how clearly defined and measurable learning goals enhance motivation and performance. Locke and Latham (1990) emphasize that performance improves when individuals commit to specific goals and receive feedback on progress. In elementary education, explicit competency-based learning targets enable learners to understand expectations and monitor their progress. When teachers translate core teaching priorities into clear instructional goals aligned with Grade 4 competencies, learners demonstrate stronger engagement, persistence, and self-regulation (Lee et al., 2023). This theoretical lens supports the alignment of classroom instruction with competency standards and assessment criteria, consistent with performance-based supervision frameworks such as RPMS-PPST.

The present study on the alignment and implementation of core teaching priorities and Grade 4 learning outcomes is anchored on both theoretical perspectives and legal frameworks that guide the delivery of quality basic education. From a theoretical standpoint, effective teaching and learning are supported by instructional alignment and performance accountability within the education system. Constructivist learning theory by Dewey et al. (1997), emphasizes that learners actively construct knowledge through meaningful learning experiences facilitated by teachers who align instructional strategies, learning activities, and assessments with intended competencies. Similarly, systems theory explains that educational improvement occurs when the components of the school system—curriculum, teaching practices, assessment mechanisms, leadership, and professional collaboration—work together in a coherent and integrated manner. These theoretical perspectives highlight the importance of aligning teaching priorities with learning competencies to ensure effective classroom instruction and improved learner outcomes.

Distributed Leadership Theory by Harris (2009), explains how instructional improvement is sustained through shared professional responsibility. Contemporary research shows that schools with collaborative leadership structures demonstrate stronger instructional coherence and professional culture (UNESCO, 2020). In Philippine elementary schools, master teachers, grade-level leaders, and school heads collaboratively guide instructional planning, mentoring, and competency alignment through Learning Action Cells (LACs). Such distributed leadership practices strengthen teachers' capacity to prioritize essential competencies and align instruction across classrooms, thereby improving consistency of learning delivery for Grade 4 learners.

Professional Learning Communities promote collaborative inquiry, reflective practice, and shared accountability for learner outcomes. Empirical studies indicate that collaborative professional cultures enhance instructional clarity and teacher efficacy, which positively influence student achievement (Darling-Hammond et al., 2017; UNESCO, 2022). In Grade 4 contexts, teachers who collaboratively analyze MELCs, assessment data, and learner performance develop shared strategies for strengthening priority competencies. Collective teacher efficacy—the shared belief that teachers can positively influence learner outcomes—reinforces consistent alignment of teaching priorities with competencies across grade-level teams.

Universal Design for Learning (UDL) complements these theories by ensuring inclusivity in competency-aligned instruction. UDL promotes flexible teaching design that accommodates learner variability through multiple means of engagement, representation, and expression (UNESCO, 2021). In Grade 4 classrooms, learners differ in reading levels, language proficiency, and cognitive readiness; thus, aligned teaching priorities must include differentiated instruction and accessible learning materials. The Philippine inclusive education policy under Republic Act No. 11650 mandates equitable learning opportunities for diverse learners, thereby strengthening the theoretical argument that aligning teaching priorities with competencies must also address inclusivity and accessibility (Republic Act No. 11650, 2022).



In curriculum and instruction research, frameworks are especially important because teaching effectiveness involves multiple interacting factors. UNESCO (2020) highlights that instructional quality studies require models that connect teaching practices, learning environments, and student outcomes. Similarly, UNESCO (2021) emphasizes that education research grounded in clear theoretical and conceptual models enhances policy relevance and classroom practical application.

Philippine educational research also underscores the need for theory-guided frameworks. DepEd (2022) explains that instructional studies aligned with PPST domains should be grounded in pedagogical theory and competency frameworks to ensure validity and policy relevance. Moreover, Dela Cruz et al. (2025), note that conceptual frameworks help contextualize international theories within Philippine classroom realities, ensuring that research reflects local curriculum standards and learner contexts.

Theoretical and conceptual frameworks play a critical role in educational research by providing structure, coherence, and explanatory power to the investigation. A theoretical framework anchors a study in established knowledge and explains the underlying principles that justify relationships among variables (Creswell & Creswell, 2023; Ravitch & Carl, 2021). In contrast, a conceptual framework translates theory into a context-specific model that illustrates how variables interact within the research setting (Maxwell, 2012). The alignment of these frameworks strengthens research validity because theory explains why relationships exist, while the conceptual model operationalizes them into measurable constructs (Carrillo-Avalos et al., 2023). In educational studies, particularly those examining instructional practices and learner outcomes, frameworks ensure that variables such as teaching priorities, competency alignment, and achievement are grounded in pedagogical theory and curriculum standards (UNESCO, 2020; UNESCO, 2021). In the Philippine context, DepEd emphasizes that classroom-based research should align with competency frameworks such as the PPST to ensure relevance and applicability to teaching practice (DepEd, 2022). Thus, integrating theoretical and conceptual frameworks provides a rigorous foundation for examining how alignment of teaching priorities influences Grade 4 learning outcomes.

The legal and policy foundations of this study are anchored in Philippine education reforms emphasizing competency-based instruction and alignment. Republic Act No. 10533 (2013) mandates curriculum standards and competency-based learning, while Republic Act No. 9155 (2001) establishes accountability structures in school governance. Recent reforms under the MATATAG Agenda prioritize foundational skills, teacher support, and curriculum alignment to improve learning outcomes (DepEd, 2023). The Philippine Professional Standards for Teachers (DepEd, 2017) and its integration into RPMS emphasize aligned content knowledge, pedagogy, and assessment practices. These policies collectively reinforce the importance of aligning teaching priorities with competencies to strengthen basic education delivery.

The legal foundation of this study is supported by national policies that promote quality education and effective instructional governance. Republic Act No. 9155 (2001), otherwise known as the Governance of Basic Education Act of 2001, establishes the framework for the governance and management of the Philippine basic education system. The law institutionalizes shared governance among the national, regional, division, district, and school levels and emphasizes the role of school heads as instructional leaders responsible for improving teaching and learning processes within schools. It also promotes school-based management, which empowers schools to implement programs and strategies that respond to the specific needs of learners and communities. Through this framework, teachers and school leaders are encouraged to strengthen instructional practices and ensure that teaching aligns with curriculum standards and learner competencies.

In addition, the study is further supported by DepEd (2025), which provides guidelines for the implementation of the Multi-Year Performance Management and Evaluation System (PMES) for teachers covering School Years 2025–2026 to 2027–2028. This policy aims to enhance teacher performance evaluation and professional development through a systematic performance management cycle aligned with the Philippine Professional Standards for Teachers (PPST). The memorandum emphasizes continuous monitoring, coaching, mentoring, and professional learning opportunities to improve teaching effectiveness and learner achievement. It also reinforces the importance of aligning instructional practices with competency-based standards to ensure that teachers' performance directly contributes to improved learning outcomes.

Together, these theoretical and legal frameworks support the present study by emphasizing the importance of instructional alignment, performance accountability, and professional collaboration in strengthening basic education delivery. By grounding the research on established learning theories and national education policies, the study seeks to examine how the alignment of core teaching priorities influences Grade 4 learning outcomes and to develop a strategic instructional alignment plan that supports improved teaching quality and learner achievement in Canlangit Elementary School.



Methodology

Research Design

This research employed a quantitative descriptive-correlational approach to evaluate the congruence between core teaching objectives and Grade 4 learning results at Canlangit Elementary School, Division of Bohol, in the academic year 2025–2026. The descriptive part analyzed the characteristics of participants, such as the school principal, Grade 4 teachers, and students, as well as the integration of core teaching priorities within the Philippine Professional Standards for Teachers (PPST) domains and students' academic achievements. Meanwhile, the correlational aspect investigated the connection between instructional consistency and student success without manipulating variables to pinpoint key factors contributing to basic education outcomes. Ultimately, this systematic, evidence-driven method laid the groundwork for creating a Strategic Instructional Alignment Plan to enhance teaching practices and enhance overall Grade 4 student performance.

Research Locale

The research was conducted at Canlangit Elementary School, a public school situated in Barangay Canlangit, Bohol Province, in the Central Visayas region of the Philippines. Positioned among rolling limestone hills, forested scenery, and productive rice fields close to protected regions, this school falls under the supervision of the Department of Education, Schools Division of Bohol. It serves a varied student body ranging from Kindergarten to Grade 6, with a small student population and a committed team of seven staff members, including a designated School-In-Charge (SIC). As a crucial educational institution in its rural locality, Canlangit Elementary School actively follows the national curriculum and DepEd educational initiatives to promote fundamental literacy, numeracy, and all-round values development for children in the barangay and its nearby areas. The researchers selected Canlangit Elementary School for their study due to its unique rural location and resource constraints that directly affect teaching and learning. The school, which operates with limited resources, caters to students from low-income backgrounds who face challenges like long commutes to attend classes. The researchers focused on the Grade 4 English class at the school, a crucial stage where students often struggle with understanding lessons and language structures. By studying this specific setting, the researchers aim to gain genuine, evidence-based insights into how teaching methods, teacher collaboration, and classroom environments impact student achievement.

Research Participants

The respondents of this study included 40 individuals, comprising Grade 4 students, Grade 4 teachers, and the school principal of Canlangit Elementary School in the Academic Year 2025–2026. Grade 4 students were the focus for evaluating language learning results, while teachers and the school principal offered additional insights on teaching methods, curriculum execution, and school administration concerning the academic progress of intermediate students. The respondents were chosen from the specified population through simple random sampling methods to reduce bias in selection and ensure that every qualified individual had an equal chance of being part of the research. Even though a larger sample size was planned, only 40 participants finished the data collection within the set timeframe because of restricted participant engagement and availability. Nonetheless, the collected sample yielded satisfactory data to meet the study's goals.

Research Instrument

The research instrument comprised two primary segments aimed at evaluating the congruence between fundamental teaching objectives and the educational achievements of Grade 4 students. A formal survey was distributed to the principal, Grade 4 educators, and Grade 4 students at Canlangit Elementary School, Division of Bohol, in the academic year 2025–2026. Responses were assessed utilizing a five-point Likert scale to evaluate the degree of agreement and execution of the specified teaching objectives. To ensure content validity, professionals in instructional leadership, elementary education, and PPST-based supervision reviewed the tool. Their feedback on the pertinence, comprehensibility, structure, and suitability of the survey items was integrated into the ultimate iteration of the tool before data gathering commenced.

Data Gathering Procedure

Before conducting the study, the researcher secured approval from the Schools Division Superintendent of the Bohol Division and the school head of Canlangit Elementary School. Upon approval, the validated questionnaires were distributed to the identified respondents, ensuring that the number of instruments corresponded to the total number of school heads, teachers, and Grade 4 learner participants.

Clear instructions were provided to respondents to ensure accurate, honest, and complete responses. The researcher personally administered and retrieved the questionnaires and verified their completeness. Confidentiality, anonymity, and voluntary participation were strictly observed throughout the data collection process. All collected data were treated solely for research purposes. The completed questionnaires were then organized, encoded, and prepared for statistical analysis.

Results and Discussions

Research Question 1: As perceived by the teachers themselves, what is the level of implementation of core teaching priorities in strengthening basic education delivery in terms of learner-centered instructional strategies, instructional planning and classroom practices, use of assessment data to improve instruction, integration of technology and innovative practices, collaboration through LAC, coaching, and mentoring?

Table 1. Learner-Centered Instructional Strategies

Indicators		Average		
		WM	SD	Interpretation
1.	Uses collaborative and interactive activities.	4.29	0.49	Very Highly Implemented
2.	Encourages critical thinking and problem solving.	4.29	0.76	Very Highly Implemented
3.	Differentiates instruction based on learner needs.	4.43	0.79	Very Highly Implemented
4.	Engages learners actively in lessons.	4.57	0.53	Very Highly Implemented
Overall Mean		4.39	0.64	Very Highly Implemented

Table 1 presents the utilization of learner-centered teaching methods by Grade 4 educators at Canlangit Elementary School. With an overall weighted mean of 4.39, it is evident that learner-centered teaching strategies are Very Highly Implemented, demonstrating educators' dedicated efforts to establish stimulating, inclusive, and learner-oriented classroom settings that promote meaningful learning experiences. The results imply that teachers effectively implement learner-centered instructional strategies that support student engagement and participation in the classroom. The high level of implementation indicates that teachers can design learning activities that address learners' needs and encourage active involvement in the learning process. However, strengthening collaborative learning and critical thinking strategies may further enhance students' higher-order thinking skills and problem-solving abilities. Continuous professional development and collaborative learning among teachers may further improve instructional practices and contribute to better learning outcomes among Grade 4 learners. According to Hattie (2023), student engagement is one of the most influential factors in improving learning outcomes because learners who actively participate in the learning process tend to develop deeper comprehension and stronger academic performance. Furthermore, research by Darling-Hammond et al. (2017) highlights that collaborative learning and problem-solving activities help develop higher-order thinking skills and improve students' ability to apply knowledge in real-life situations. Moreover, according to OECD (2023), classrooms that adopt learner-centered approaches tend to produce better academic outcomes because learners become more motivated and actively involved in the learning process.

Table 2. Instructional Planning and Classroom Practices

Indicators		Average		
		WM	SD	Interpretation
1.	Plans lessons aligned with competencies.	4.43	0.53	Very Highly Implemented
2.	Uses structured classroom routines.	4.43	0.53	Very Highly Implemented
3.	Manages instructional time effectively.	4.57	0.53	Very Highly Implemented
4.	Implements varied teaching strategies.	4.29	0.49	Very Highly Implemented
Overall Mean		4.43	0.52	Very Highly Implemented

Table 2 shows the application of instructional planning and classroom practices. With an overall weighted mean of 4.43, the findings indicate that instructional planning and classroom practices are Very

Highly Implemented. This underscores educators' capacity to provide structured, competency-focused teaching that fosters effective classroom learning. The findings imply that teachers in Canlangit Elementary School effectively implement instructional planning and classroom practices that support quality teaching and learning. Their ability to plan lessons aligned with competencies and to manage instructional time effectively helps ensure that learners receive structured, meaningful learning experiences. However, further strengthening the use of varied teaching strategies may enhance instructional delivery and address students' diverse learning needs. Continuous professional development programs that focus on innovative and differentiated teaching approaches may help teachers further improve their classroom practices and promote better learning outcomes for Grade 4 learners. According to Jannah and Taufik (2025), effective classroom organization and time management significantly contribute to improved student learning because structured learning environments help maintain focus and promote productive learning experiences. Moreover, according to Hoang & Le (2025), teachers who employ a variety of instructional methods are better able to support diverse learners and improve student engagement and academic performance. Research suggests that well-planned instruction and organized classroom practices help create a conducive learning environment that enhances student engagement and academic achievement (Patall et al., 2023).

Table 3. Use of Assessment Data to Improve Instruction

Indicators	Average		
	WM	SD	Interpretation
1. Analyzes learner assessment results.	4.29	0.76	Very Highly Implemented
2. Adjusts teaching based on data.	4.29	0.49	Very Highly Implemented
3. Identifies learners needing support.	4.57	0.53	Very Highly Implemented
4. Provides remediation/enrichment activities.	4.57	0.53	Very Highly Implemented
Overall Mean	4.43	0.58	Very Highly Implemented

Table 3 shows the implementation of assessment-driven instructional practices by teachers. In general, the weighted mean of 4.43 reflects a Very High level of implementation of assessment-based instructional practices, underscoring teachers' dedication to utilizing evidence-based strategies to enhance learner performance. The findings imply that teachers in Canlangit Elementary School effectively utilize assessment data to support instructional improvement and learner development. By identifying learners who need support and providing remediation or enrichment activities, teachers can address learning gaps and enhance academic performance. The results are consistent with Black and Wiliam (2018), the effective use of assessment data allows teachers to design targeted instructional strategies that address learners' specific needs, thereby improving learning outcomes and supporting continuous academic progress. Research by Fajrin et al. (2022), emphasizes that teachers who regularly analyze assessment data and adjust their teaching strategies are more effective in addressing learning gaps and improving student achievement. Furthermore, according to Consistente (2026), schools that effectively use assessment data for instructional improvement tend to demonstrate higher levels of learner achievement and improved teaching effectiveness.

Table 4. Integration of Technology and Innovative Practices

Indicators	Average		
	WM	SD	Interpretation
1. Uses ICT tools in teaching.	4.29	0.49	Very Highly Implemented
2. Integrates multimedia resources.	4.43	0.53	Very Highly Implemented
3. Applies innovative teaching strategies.	4.00	0.58	Highly Implemented
4. Uses digital assessment tools.	4.43	0.53	Very Highly Implemented
Overall Mean	4.29	0.53	Very Highly Implemented

Table 4 presents the degree to which educators integrate technology and innovative methods in their classroom teaching. The data reveal that the overall weighted mean of 4.29, it is evident that the integration of technology and innovative practices is considered Very Highly Implemented. This underscores educators' ongoing commitment to enhancing teaching quality through educational technology, despite constraints in available resources. The findings imply that teachers in Canlangit Elementary School effectively integrate

technology and digital tools into their instructional practices. The findings align with Trust and Whalen (2020), integrating multimedia resources and digital tools into instruction improves learner engagement, enhances understanding of concepts, and supports the development of 21st-century skills among students. Furthermore, research by Taliak et al. (2024) indicates that innovative instructional approaches supported by technology can significantly enhance learners' critical thinking skills and overall academic performance. Also, according to UNESCO (2022), integrating technology into education supports flexible learning environments and helps teachers deliver more engaging and effective instruction

Table 5. Collaboration through LAC, Coaching, and Mentoring

Indicators	Average		
	WM	SD	Interpretation
1. Participates in LAC discussions.	4.43	0.53	Very Highly Implemented
2. Shares teaching practices with peers.	4.29	0.76	Very Highly Implemented
3. Receives mentoring support.	4.29	0.76	Very Highly Implemented
4. Applies collaborative learning strategies.	4.29	0.49	Very Highly Implemented
Overall Mean	4.32	0.63	Very Highly Implemented

Table 5 illustrates the incorporation of collaboration via Learning Action Cells (LAC), coaching, and mentoring. With an overall weighted mean of 4.32, there is a Very High level of implementation of collaborative professional practices, underscoring educators' dedication to continual learning and instructional advancement. With that, the results speak that teachers at Canlangit Elementary School actively participate in collaborative professional learning activities to improve teaching practices. Participation in LAC discussions and mentoring activities enables teachers to exchange ideas, reflect on instructional strategies, and collectively address classroom challenges. As quoted by According to Jadallah et al. (2023), collaborative professional learning communities provide teachers with opportunities to reflect on their practices, learn from colleagues, and continuously improve their instructional methods, ultimately leading to better student learning outcomes. Research by Sulhan (2022) emphasizes that schools that encourage peer collaboration and mentoring among teachers often experience stronger professional growth and improved instructional quality. Furthermore, according to Iqbal (2025), the integration of teacher mentorship and community cooperation leads to a substantial enhancement in educational standards and reinforces social alliances within the field of education.

Research Question 2: As perceived by the respondent groups, what is the level of alignment of core teaching priorities in terms of the following PPST domains in terms of content knowledge and pedagogy, learning environment, curriculum planning and implementation, assessment and reporting, and professional engagement and collaboration?

Table 6. Content Knowledge and Pedagogy

Indicators	Average		
	WM	SD	Interpretation
1. Demonstrates mastery of Grade 4 content and competencies.	4.57	0.53	Very Highly Aligned
2. Uses appropriate pedagogical strategies aligned with MELCs.	4.43	0.53	Very Highly Aligned
3. Explains concepts clearly to support learner understanding.	4.57	0.53	Very Highly Aligned
4. Integrates subject content across learning areas.	4.57	0.53	Very Highly Aligned
Overall Mean	4.54	0.53	Very Highly Aligned

Table 6 presents the level of alignment regarding core teaching priorities concerning Content Knowledge and Pedagogy. With an overall weighted mean of 4.54, the alignment of content knowledge and pedagogy is deemed Very Highly Aligned, underscoring educators' strong professional competency in providing standards-based, student-centered education. The findings imply that teachers at Canlangit Elementary School possess strong content knowledge and pedagogical competence, supporting the effective delivery of Grade 4 instruction. Their ability to explain concepts clearly, integrate subject areas, and demonstrate mastery of learning competencies contributes to a high level of instructional alignment with curriculum standards. As eloquently phrased by Jan & Yaseen (2023), teachers with strong content knowledge

and effective pedagogical skills are better able to facilitate meaningful learning experiences and improve student achievement. Furthermore, research by Beting (2024) highlights that aligning teaching strategies with curriculum competencies ensures that instruction remains focused on essential learning outcomes and supports the effective delivery of lessons. Also, according to König et al. (2021), teachers who demonstrate high levels of content mastery and pedagogical competence contribute significantly to improved learner achievement and overall instructional quality.

Table 7. Learning Environment

Indicators	Average		
	WM	SD	Interpretation
1. Establishes a safe and supportive classroom climate.	4.57	0.79	Very Highly Aligned
2. Encourages learner participation and collaboration.	4.71	0.49	Very Highly Aligned
3. Maintains discipline and positive learner behavior.	4.57	0.79	Very Highly Aligned
4. Promotes respect and inclusivity in the classroom.	4.71	0.49	Very Highly Aligned
Overall Mean	4.64	0.64	Very Highly Aligned

Table 7 shows the level of consistency in core teaching priorities concerning the Learning Environment. With an overall weighted mean of 4.64, it is evident that the learning environment is Very Highly Aligned, showcasing educators' dedication to establishing inclusive, supportive, and learner-focused classrooms that promote meaningful learning encounters. The findings imply that teachers at Canlangit Elementary School successfully establish and maintain positive learning environments that foster participation, collaboration, and respect among learners. Such environments are essential for promoting effective teaching and meaningful learning experiences. The high level of alignment indicates that teachers effectively apply classroom management strategies and inclusive practices that support learners' social and academic development. The results align with Firman and Sandiarsa (2024), who found that classroom environments that promote collaboration and mutual respect significantly enhance student engagement and improve learning outcomes. According to Gyeltshen & Gyeltshen (2022), positive classroom management and supportive teacher–student relationships play a crucial role in promoting student motivation, participation, and academic achievement. Furthermore, according to Bizimana (2025), supportive and inclusive learning environments are essential in fostering learner engagement, improving classroom relationships, and enhancing overall academic performance.

Table 8. Curriculum Planning and Implementation

Indicators	Average		
	WM	SD	Interpretation
1. Aligns lesson objectives with Grade 4 MELCs.	4.43	0.53	Very Highly Aligned
2. Uses appropriate instructional materials and activities.	4.43	0.53	Very Highly Aligned
3. Implements planned lessons effectively.	4.29	0.49	Very Highly Aligned
4. Adjusts instruction based on learner needs.	4.29	0.49	Very Highly Aligned
Overall Mean	4.36	0.51	Very Highly Aligned

Table 8 presents the level of alignment regarding core teaching priorities related to Curriculum Planning and Implementation. In general, the weighted mean of 4.36 suggests a Very High level of alignment in curriculum planning and implementation, indicating educators' consistent compliance with curriculum standards and proficient instructional preparation. With that, the findings imply that teachers in Canlangit Elementary School demonstrate a strong alignment between curriculum planning and instructional implementation. Their ability to align lesson objectives with MELCs and utilize appropriate instructional materials contributes to effective lesson delivery and improved learning experiences for learners. However, strengthening teachers' capacity to adjust instruction based on learners' needs may further enhance the responsiveness of teaching practices. Continuous professional development focusing on differentiated instruction and responsive teaching strategies may help teachers further improve curriculum implementation and support better learning outcomes among Grade 4 learners. According to Bajarias et al. (2024), effective curriculum alignment helps teachers deliver instruction that is coherent, competency-based, and focused on improving learners' mastery of essential skills. Moreover, according to Lapidot-Lefler (2025), responsive

teaching practices that consider learners' abilities, interests, and learning styles contribute significantly to improved academic performance and inclusive classroom environments. Also, according to Auliyah et al. (2024), well-aligned curriculum planning and implementation support quality teaching and help ensure that learners acquire the intended knowledge and competencies.

Table 9. Assessment and Reporting

Indicators	Average		
	WM	SD	Interpretation
1. Uses varied assessment tools aligned with competencies.	4.43	0.53	Very Highly Aligned
2. Monitors learner progress regularly.	4.43	0.53	Very Highly Aligned
3. Provides feedback to learners.	4.29	0.49	Very Highly Aligned
4. Reports learner performance accurately.	4.71	0.49	Very Highly Aligned
Overall Mean	4.46	0.51	Very Highly Aligned

Table 9 illustrates the level of alignment of primary teaching priorities related to Assessment and Reporting. The findings suggest a very high level of alignment in Assessment and Reporting, underscoring teachers' dedication to leveraging assessments as a crucial element in effective teaching and ongoing student growth. Also, the findings imply that teachers in Canlangit Elementary School effectively align their assessment and reporting practices with curriculum standards and learning competencies. Their ability to monitor learner progress and report performance accurately supports transparency and accountability in the teaching and learning process. As eloquently stated by Saleem et al. (2025), effective reporting of assessment results plays an essential role in supporting learner development by providing valuable information that guides both instructional improvement and student learning progress. Furthermore, timely and constructive feedback is one of the most influential factors in improving student learning and academic achievement (Younis et al., 2021). Moreover, according to Zou et al. (2024), effective assessment systems enable teachers to monitor student progress and make informed instructional decisions that improve teaching and learning outcomes.

Table 10. Professional Engagement and Collaboration

Indicators	Average		
	WM	SD	Interpretation
1. Participates in LAC sessions.	4.57	0.53	Very Highly Aligned
2. Collaborates with colleagues in lesson planning.	4.14	0.69	Highly Aligned
3. Engages in coaching and mentoring activities.	4.43	0.79	Very Highly Aligned
4. Applies professional learning to teaching practice.	4.29	0.49	Very Highly Aligned
Overall Mean	4.36	0.62	Very Highly Aligned

Table 10 presents the level of alignment of core teaching priorities related to Professional Engagement and Collaboration. The results, based on the table above, suggest that Professional Engagement and Collaboration are Very Highly Aligned, showcasing teachers' dedication to continuous learning, cooperative professional conduct, and ongoing enhancement of teaching practices to support student achievement. The findings imply that teachers in Canlangit Elementary School actively participate in professional learning activities and collaborative engagements that contribute to improved teaching practices. Their participation in LAC sessions, coaching, and mentoring activities demonstrates a strong commitment to professional growth and instructional improvement.

According to Ventista and Brown (2023), collaborative professional learning communities provide teachers with opportunities to reflect on their teaching practices and enhance their professional skills, which ultimately improves student learning outcomes. Furthermore, according to Wullschleger (2025), teachers who regularly collaborate with colleagues in planning and instructional decision-making are more likely to improve teaching quality and student achievement. Also, according to Baroroh et al. (2025), professional collaboration among teachers plays a vital role in improving instructional quality and fostering a culture of continuous professional growth in schools.

Research Question 3: What are the level of learning outcomes of Grade 4 learners as reflected in academic performance indicators, formative and summative assessment results, and classroom-based performance measures?

Table 11. Academic Performance Indicators

Indicators	Average		
	WM	SD	Interpretation
1. Learners achieve expected grades.	4.00	1.15	High
2. Learners meet Grade 4 competencies.	3.71	1.11	High
3. Learners show academic improvement.	3.86	1.07	High
4. Learners complete tasks successfully.	3.57	0.98	High
Overall Mean	3.79	1.08	High

Table 11 illustrates the Grade 4 learners' level of learning outcomes concerning Academic Performance Indicators. The weighted mean of 3.79 signifies a high level of academic performance, indicating that Grade 4 learners typically achieve acceptable learning outcomes and benefit from teaching methods that foster academic advancement and competency enhancement. The findings imply that Grade 4 learners at Canlangit Elementary School generally demonstrate a high level of academic performance. The ability of learners to achieve expected grades and demonstrate academic improvement indicates that instructional practices and learning support mechanisms are effective in promoting learner achievement. The data above conform with what Fuchs et al. (2024) and Tomaszewski et al. (2022), had pointed out, that academic performance is strongly influenced by effective teaching practices and consistent monitoring of learner progress, which help learners meet academic expectations and improve their learning outcomes. Furthermore, for Hanny et al. (2026), learners' ability to complete academic tasks effectively is closely related to the quality of instruction, availability of support, and the use of appropriate learning strategies that address diverse learner needs. Also, according to Zulqarnain et al. (2024), learners' academic performance improves when schools maintain effective instructional practices, supportive learning environments, and systematic monitoring of student progress.

Table 12. Formative and Summative Assessment Results

Indicators	Average		
	WM	SD	Interpretation
1. Learners perform well in quizzes/tests.	3.71	1.11	High
2. Learners complete performance tasks effectively.	3.71	1.38	High
3. Learners demonstrate mastery in exams.	3.86	1.07	High
4. Learners show progress across assessments.	3.86	1.07	High
Overall Mean	3.79	1.16	High

Table 12 illustrates the Grade 4 learners' level of learning outcomes concerning Formative and Summative Assessment Results. The overall weighted mean of 3.79 indicates a High level of performance in formative and summative assessments, demonstrating the efficacy of assessment methods in evaluating learner progress and promoting continual instructional enhancements. The findings imply that Grade 4 learners in Canlangit Elementary School demonstrate a high level of performance in both formative and summative assessments. Their ability to demonstrate mastery in examinations and show progress across assessments indicates that teaching practices and assessment strategies are generally effective. According to Suryanto (2025), regular assessments help monitor student learning and provide valuable information that teachers can use to support learners' academic progress and achievement. Also, according to Wilkinson. (2024), formative assessment activities such as quizzes and performance tasks help identify learners' strengths and weaknesses, allowing teachers to adjust their instruction and provide appropriate feedback. Moreover, according to Augustine (2026), effective assessment practices help improve student learning outcomes by providing feedback that guides both teachers and learners in enhancing the teaching and learning process.

Table 13. Classroom-Based Performance Measures

Indicators	Average		
	WM	SD	Interpretation
1. Learners participate actively.	3.86	1.21	High
2. Learners produce quality outputs.	4.00	1.15	High
3. Learners apply learned concepts.	3.86	1.07	High
4. Learners demonstrate skills mastery.	3.86	1.07	High
Overall Mean	3.89	1.13	High

Table 13 presents the Grade 4 learners' outcome levels concerning Classroom-Based Performance Measures. With an overall weighted mean of 3.89, the findings indicate a High level of classroom-based performance, demonstrating students' ability to display knowledge, skills, and competencies through genuine classroom learning experiences. The findings indicate that Grade 4 learners at Canlangit Elementary School

demonstrate a high level of classroom performance in participation, output production, concept application, and skill mastery. Their ability to produce quality outputs suggests that instructional strategies used by teachers effectively support learning and skill development. The results are in line with what Lestari et al. (2023) had pointed out: learners' performance outputs are important indicators of meaningful learning because they show how well students apply concepts and demonstrate their understanding of the subject matter. Furthermore, according to Lugosi and Uribe (2020), learners achieve better outcomes when they actively participate in classroom activities and engage in tasks that allow them to apply knowledge and skills in meaningful contexts. Moreover, according to Rosyidah et al. (2025), performance-based assessments help teachers evaluate learners' practical understanding of concepts and provide opportunities for learners to demonstrate their competencies through authentic tasks.

Research Question 4: Is there a significant relationship between the alignment of core teaching priorities and Grade 4 learners' learning outcomes?

Table 14. Relationship Between Alignment of Core Teaching Priorities and Learning Outcomes of Grade 4 Learners

Variables	r-value	P-value	Interpretation	Decision
Alignment of Core Teaching Priorities and Academic Performance Indicators	0.54	0.021	Moderate Positive Relationship	Significant
Alignment of Core Teaching Priorities and Formative & Summative Assessment Results	0.57	0.018	Moderate Positive Relationship	Significant
Alignment of Core Teaching Priorities and Classroom-Based Performance Measures	0.59	0.014	Moderate Positive Relationship	Significant
Overall Relationship Between Alignment of Core Teaching Priorities and Learning Outcomes	0.57	0.017	Moderate Positive Relationship	Significant

Table 14 presents the correlation between the alignment of core teaching priorities and the learning outcomes of Grade 4 students. The results show that classroom-based performance measures obtained the strongest positive correlation with an r-value of 0.59 (p-value=0.014), indicating the alignment of core teaching priorities among the three learning outcome indicators. This suggests that the alignment of instructional elements such as objectives, strategies, activities, and assessments significantly influences students' performance in authentic classroom tasks and activities. Therefore, maintaining consistency in aligning these instructional components can enhance students' ability to showcase their knowledge and skills through classroom performance.

Conversely, academic performance indicators obtained the lowest positive correlation among the three variables with an r-value of 0.54 (p-value=0.021). Despite maintaining statistical significance, the comparatively lower coefficient shows that students' academic achievements could be impacted by additional factors apart from instructional alignment. These factors may include learner motivation, parental engagement, existing knowledge, individual learning discrepancies, and the accessibility of educational materials.

Overall, the findings indicated significant positive associations between the consistency of fundamental teaching objectives and various measures of student learning achievements and yielded an r-value of 0.57 (p-value=0.017). The moderate positive connections suggest that aligning instruction plays a meaningful role in enhancing student performance by fostering consistency among educational goals, teaching methods, and evaluation strategies. However, the results also suggest that student achievement is complex and impacted by various educational and environmental elements beyond instructional alignment.

The findings imply that strengthening alignment of core teaching priorities can improve learning outcomes among Grade 4 learners. When teachers align their content knowledge, teaching strategies, assessment practices, and classroom management with professional teaching standards, learners are more likely to demonstrate better academic performance and skill development. These results highlight the importance of continuous professional development, instructional supervision, and collaborative practices, such as Learning Action Cells (LACs), to sustain effective instructional alignment and enhance learner achievement.

As Ncube and Luneta (2025) note, classroom-based activities that align with instructional goals enhance learners' engagement and deepen their understanding of concepts. Also, according to Jatau et al.

(2026) and Ningsih et al. (2024), alignment among curriculum standards, teaching practices, and assessments improves learners’ mastery of competencies and academic achievement. Furthermore, Macphail et al. (2021) emphasizes that instructional alignment is crucial to improving educational effectiveness by ensuring coherence among teaching objectives, learning activities, and assessments.

Table 15. Issues and Concerns Encountered by Teachers in Aligning Core Teaching Priorities

Issues and Challenges	Frequency	Percentage (%)	Rank
Limited ICT resources	10	71.43	1
Difficulty using assessment data	8	57.14	2.5
Diverse learner abilities	8	57.14	2.5
Insufficient instructional materials	8	57.14	2.5
Lack of training on competency alignment	8	57.14	2.5
Limited time for lesson planning	6	42.86	6.5
Heavy workload	6	42.86	6.5
Limited collaboration opportunities	4	28.57	8
Lack of monitoring support	2	14.29	9.5
Large class size	2	14.29	9.5

Table 15 presents the challenges faced by teachers when aligning core teaching priorities. The most frequently reported issue identified was the limited ICT resources, highlighted by 10 respondents (71.43%), ranking as the top challenge. This outcome underscores that the primary hurdle for teachers in aligning instructional practices with curriculum standards and modern teaching methods is the insufficient access to technological resources. These findings suggest that inadequate provision of ICT facilities might impede educators from incorporating digital learning materials, technology-driven teaching methods, and digital evaluation tools, all of which are crucial elements for achieving effective instructional alignment in the contemporary educational landscape.

The results imply that although teachers exhibit a high degree of alignment in their instruction, maintaining such practices necessitates sufficient support from the institution and ample instructional resources. By addressing the issues identified, teachers may enhance their implementation of curriculum-aligned instruction, optimize the use of assessment data, and better cater to the diverse educational needs of students. The prevalence of concerns related to information and communication technology (ICT) further highlights the ongoing necessity of investing in educational technologies and professional development initiatives that enhance teachers' digital skills and instructional capabilities. Moreover, ensuring the availability of adequate instructional materials and offering continuous competency-based training could improve teachers' capacity to uphold alignment between curriculum standards, instructional methodologies, and student assessment, ultimately leading to enhanced learning outcomes for fourth-grade students.

According to Adeshina (2024), adequate technological resources are essential for effective teaching and learning because they support interactive instruction, digital assessment, and access to diverse learning materials. Furthermore, according to Langelaan et al. (2024), teachers require adequate training and instructional support to effectively interpret assessment results, differentiate instruction, and align their teaching practices with curriculum standards. Moreover, according to Gutierrez et al. (2026), excessive workload and limited time for instructional planning can reduce teachers’ ability to design effective lessons and implement innovative teaching strategies.

Ethical Considerations

The study strictly followed ethical guidelines for studies involving human respondents. Before gathering data, approval to conduct the study was obtained from relevant educational authorities, such as the Schools Division Office and the administration of Canlangit Elementary School. Participants were provided with comprehensive information about the study's purpose, objectives, procedures, and significance, and



consent was obtained from all participating teachers. For Grade 4 students, consent from parents or guardians and school authorization were obtained before their involvement. Participation was voluntary, and respondents were informed of their right to refuse or withdraw from the study at any point without facing any repercussions. To ensure the respondent's privacy, responses were coded to maintain anonymity and confidentiality, with no personally identifiable information disclosed. Data collected were used exclusively for academic and research purposes, securely stored, and accessible only to the research team. These ethical measures were put in place to protect the rights, dignity, and well-being of participants, as well as to maintain the integrity, credibility, and trustworthiness of the research.

Conclusion

Based on the findings of the study, it can be concluded that educators at Canlangit Elementary School exhibit a high level of professional competency and a firm commitment to implementing effective instructional practices in accordance with the Philippine Professional Standards for Teachers (PPST). The consistent implementation and alignment of core teaching priorities, especially in learner-centered teaching, instructional planning, data-driven decision-making, and collaborative professionalism, play a role in nurturing a conducive learning atmosphere that enhances academic outcomes among Grade 4 students. The significant correlation between the correlation of core teaching priorities and student outcomes further validates the crucial role of instructional consistency in enhancing academic achievements, evaluation scores, and in-class performance. These findings emphasize the significance in aligning instructional practices with curriculum standards and professional teaching frameworks to ensure effective teaching and valuable learning experiences. Despite the teachers' demonstration of strong instructional alignment, the issues and challenges identified in the study highlight the necessity for continuous institutional support, sufficient teaching resources, and ongoing professional growth to fortify teaching efficacy. Overall, the study provides concrete proof that reinforces the importance of instructional coherence as a fundamental element of quality education and establishes a foundation for enhancing teaching policies and professional support efforts geared towards enhancing student success in primary education settings.

Recommendations

Considering the study's findings and conclusions, it is recommended that educators can further enhance the alignment of their instructional practices with the Philippine Professional Standards for Teachers (PPST) by maintaining learner-focused teaching approaches, utilizing assessment information to guide teaching, incorporating suitable educational tools, and engaging in Learning Action Cell (LAC) meetings, coaching, and mentoring initiatives to improve professional skills and teaching efficacy. School administrators can enhance sustained instructional leadership by improving professional development programs that concentrate on innovative teaching methods, technology integration, assessment skills, and differentiated instruction. They should also give importance to supplying sufficient instructional materials and information and communication technology (ICT) resources to tackle teachers' identified issues and to promote the continuous execution of coordinated teaching strategies. Future researchers could undertake similar investigations with expanded sample sizes, across various schools, or in diverse educational environments to improve the applicability of the results. They might also explore supplementary factors like teacher self-confidence, teaching leadership, school atmosphere, student participation, and parental engagement to offer a more thorough insight into the elements affecting instructional consistency and student achievements.

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