

Multivariate Analysis on Curriculum Viability, Teaching Competence, and Effective Instruction: Davao Region Teachers in Focus

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Abstract

Curriculum viability, teaching competence, and effective instruction are paramount in advancing Philippine education. This study examined the combined influence of curriculum viability and teaching competencies on effective instruction among teachers in the Davao region. Three selected schools in the Davao region were involved, and 100 teachers responded to the survey. The research design utilized a quantitative-nonexperimental approach with descriptive-correlational and regression analysis. The results indicated a high level of curriculum viability, suggesting that the implemented K to 12 curriculum in the Davao region is well-designed, aligned with quality standards, and provides relevant and challenging learning targets. Additionally, the study revealed a high level of teaching competencies among the teachers, indicating that they possess the necessary skills, knowledge, and beliefs to deliver effective instruction and create a positive learning environment. Furthermore, the findings demonstrated that teachers perceived effective instruction as high. They effectively established a positive learning environment, set clear and shared outcomes, employed varied instructional methods and materials, fostered complex thinking and transfer, and provided practice and feedback. The regression analysis confirmed that curriculum viability and teaching competencies significantly influenced effective instruction. This highlights the importance of considering curriculum viability and promoting teacher competencies to enhance instructional practices. This study provides valuable insights into the combined influence of curriculum viability and teaching competencies on effective instruction among teachers in the Davao region. The findings underscore the significance of these factors in promoting quality education in the Philippines.

Keywords: Curriculum Viability; Teaching Competence; Effective Instruction; Teachers; K to 12 Curriculum; Davao Region; Philippines

1. Introduction

Implementing the K to 12 Program in the Philippines has been a contentious issue due to the need for more understanding and information regarding its structure and governance (Britt, 2013). This confusion has led to a problematic situation in which the curriculum's viability is questioned, and teachers' teaching competencies are affected, ultimately affecting the effective instruction of teachers. According to Tamar and Atinc (2017), the Enhanced Basic Education Act of 2013 reformed the entire education system of the Philippines, and the success or failure of this educational reform depends on teachers' performance and

impact. However, the sudden implementation of K to 12 left teachers in confusion about their roles in the new educational system, the appropriateness of the new curriculum and the actual classroom status, and the contrast in the internal communication of various education stakeholders (Magallanes, Chung, & Lee, 2022).

It is also evident that the lack of support for teacher development, weak content and pedagogical knowledge, and inadequate standards and accreditation for teachers have been found to hinder effective teaching instruction (Akyeampong & De Chaisemartin, 2019). This case is heightened by the fact that not all teachers have a good performance of their duties (Sudirman, 2017), and some lack seminars, training, and readings related to the area of their specialization and the K to 12 curricula (Combalicer, 2016). The COVID-19 pandemic has also worsened the crisis as teachers struggle to motivate their students and face challenges such as the intensification of social inequalities that shape their students' lives and a loss of their fundamental sense of their own efficacy and professional identity (Reich et al., 2020). Considering these issues, the Philippine education system must address the problematic situation regarding the curriculum viability of K to 12 and the teaching competencies that affect effective instruction.

The Philippine education system is plagued with issues in both the curriculum viability of K-12 and the teaching competencies of educators. According to Masbaño (2015), a study from West Visayas State University revealed that teachers lack sufficient knowledge of teaching strategies and methods, resulting in students being unable to perform the necessary skills and competencies required for specific subjects. Magallanes et al. (2022) also discovered that with the implementation of the K-12 curriculum, many teachers in the Philippines struggle to deliver the scope of class learning materials and possess poor teaching strategies and skills. Furthermore, Dizon, Calbi, Cuyos, and Miranda (2019) emphasized a lack of preparation for teaching development in the Philippines, making it necessary for teachers to be well-equipped with top-notch teaching strategies that maximize teacher-student participation. These issues have long been apparent, yet, as Juntereal (2019) pointed out, the Department of Education has been slow in reviewing the implementation process of the K-12 curriculum, further worsening the problem. Even Gumarang and Gumarang (2021) study showed that poor quality of instruction is a significant problem in the Philippine education system. These findings highlight the need for immediate and effective action to address the Philippines' curriculum and teaching competency issues.

Considering that education is the main element that determines the nation's progress. Still, it shows that the quality of education in the Philippines is still below standard (Maisyaroh et al., 2021). Hence, there is a need to explore how viable the K to 12 curricula is, for there is a need to enhance the quality of primary education in the Philippines, and it is seen as urgent and critical (Mohammad, 2016). Additionally, research is needed to investigate the contemporary teaching competence of teachers since teaching competence must be researched further, considering that there is an ongoing issue of quality teachers indicated by competence which truly matters (Ambag, 2014, as cited by Garcines, 2018). Moreover, there is still a need for more research on effective teaching practices in the Philippines, particularly in the context of K-12 implementation (Magallanes et al., 2022). Despite the importance of curriculum viability and teaching competence in effective instruction, there still needs to be a research gap in understanding the relationship between these variables in the Philippine context, particularly in the Davao region. This research aimed to contribute to developing evidence-based policies and strategies that can enhance the quality of education in the Philippines and, ultimately, help pave the path for a more promising future for Filipino students and uplift teaching standards to champion education.

Rationale of the Study

The quality of education is a crucial factor that affects a country's development. The Philippines is

known for its K-12 curriculum, but studies have shown that the implementation of the curriculum has led to a decrease in the quality of education. Furthermore, research on teaching competencies and effective instruction of teachers in the Philippine context is limited, particularly in the context of the K-12 curriculum. Thus, this study aimed to fill this gap by investigating the relationship between curriculum viability, teaching competencies, and effective instruction of teachers in the Davao region. By conducting this study, the Department of Education Policymakers, teachers and other academic stakeholders, and future researchers can better understand the current state of education in the Philippines and make informed decisions that will improve the quality of education in the country.

Statement of the Problem

Given the limited availability of empirical research on teachers' effective instruction and how it is influenced by their teaching competence and the viability of curriculum, it is justified to focus research interest specifically on this topic. In particular, the main objective of this study is to investigate the extent to which curriculum viability and teaching competencies predict effective instruction of teachers in the Davao region. By examining these variables, the study aimed to contribute to the current literature gap in the field of education, particularly in the context of the Philippine K-12 curriculum. Derived from these objectives, this research aimed to answer the following questions:

1. What is the level of curriculum viability as perceived by the teachers in the Davao region in terms of:
 - 1.1. educational program;
 - 1.2. disciplinary program;
 - 1.3. social interaction;
 - 1.4. institutional policies;
 - 1.5. communication practices; and
 - 1.6. faculty involvement?
2. What is the level of teaching competence as perceived by the teachers in the Davao region in terms of:
 - 2.1. academic competence;
 - 2.2. social competence;
 - 2.3. personal competence; and
 - 2.4. instrumental competence?
3. What is the level of effective instruction as perceived by the teachers in the Davao region in terms of:
 - 3.1. learning environment;
 - 3.2. clear and shared outcomes;
 - 3.3. varied content, materials, and methods of instruction;
 - 3.4. complex thinking and transfer; and
 - 3.5. practice and feedback?
4. Is there a combined influence between curriculum viability and teaching competencies on effective instruction among teachers in the Davao region?

Hypothesis

The hypothesis was tested at α 0.05 level of significance:

H₀1. There is no combined influence between curriculum viability and teaching competencies on effective instruction among teachers in the Davao region.

2. Review of Related Literature

The review of related literature will provide an overview of the empirical evidence on curriculum viability, teaching competencies, and effective instruction from different perspectives. Studies from various countries were examined to identify best practices and strategies that have successfully enhanced the quality of education. The literature review will explore the theoretical framework that supports the relationship between curriculum viability, teaching competencies, and effective instruction. This provides the basis for developing the research questions and methodology that will guide the study in the Davao region context. By examining the global perspective, this study can provide a more comprehensive understanding of the topic and generate insights that can be applied locally.

Curriculum Viability. Curriculum viability is the degree to which quality standards have been met and the inhibitors that affect attaining those standards (Khan et al., 2021). Marzano (2003, as cited by Smith, 2021), curriculum viability means that the curriculum is realistic in scope and has made careful decisions to narrow the universe of knowledge into developmentally appropriate and challenging learning targets for the students. Marzano also added that a viable curriculum must pass the dual test of being accessible to students and being reasonable for the teachers to teach to mastery, not just cover. A guaranteed and viable curriculum, deeply embedded within a school's culture, is the most critical prerequisite for improving learning, student achievement, and, most significantly, effective instruction (Eaker & Marzano, 2020).

Curriculum viability is a central topic in education, and various factors contribute to its success. One crucial aspect is the availability of teacher disciplinary programs, as highlighted by Erawan (2015). These programs provide teachers with a framework to develop well-defined developmental activities, fostering greater curriculum coherence. Participating in disciplinary programs gives teachers the tools to deliver quality instruction and create a conducive learning environment. Institutional policies, as emphasized by Ulla (2018), play a significant role in supporting curriculum viability. These policies collectively assist schools in establishing model operating procedures, ensuring quality teaching and learning, and maintaining safety standards. Moreover, they establish clear expectations and accountability measures that contribute to the overall effectiveness of the curriculum implementation.

Effective communication is essential for teachers to build trust and establish effective community partnerships (Oppenheim-Shachar & Berent, 2021). It also plays a key role in enhancing student learning (Rohman & Vanchapo, 2023). Overcoming communication barriers, as discussed by Özmen, Aküzüm, Zincirli, and Selcuk (2016), is crucial in creating an inclusive learning environment that enhances language skills (Sharma, Bhattarai, Humagain, Subedi, & Acharya, 2022) and promotes affective learning (Mitchell, Guy, Fournel, Treille, & Koning, 2019). The social interaction among teachers has significant implications for the teaching and learning process. Martyniuk (2022) suggests that social interaction motivates educational activities, fostering student engagement and enthusiasm. Additionally, it improves the quality of teacher-student interactions, as highlighted by Abry, Rimm-Kaufman, and Curby (2017). Creating a supportive network of teachers fosters a collaborative environment that enhances student learning outcomes (Malloy, 2019).

Faculty involvement shapes student perceptions (Abel, Bice, & Cox, 2007) and enhances curriculum and education (Joyner, Nicholson, & Seidel, 2006, as cited by Kim et al., 2017). Their engagement reduces cynicism (Mamon, 2018) and promotes educational advocacy (Talmon et al., 2019). Furthermore, faculty involvement increases student participation in various fields and encourages active involvement (Norman et al., 2022). Educational programs are crucial in ensuring curriculum viability. Sánchez, Bazán, Alemán, and Martínez (2019) emphasize that these programs improve the overall quality of education. They also play a

pivotal role in meeting professional standards (Khairutdinov et al., 2019) and adequately preparing individuals for their careers (Krylova, 2020). Byun, Sung, Park, and Choi (2018) further suggest that educational programs increase student satisfaction, thereby contributing to the overall success of the curriculum.

Furthermore, a well-planned curriculum significantly impacts student progress and the quality of teachers and provides significant support to their classroom instruction (Tunnell, 2022). With this, several studies have shown positive results regarding curriculum viability. For instance, students appreciate relevant content taught by professionals, but relevant content knowledge must also be combined with the experts' pedagogical skills (Trinidad, 2020). Moreover, improving quality teaching in education requires institutional policies (Hénard & Roseveare, 2012, as cited by van Dijk, van Tartwijk, van der Schaaf, & Kluijtmans, 2020). Continuous collaboration between instructional designers and faculty members who hold subject matter expertise is essential to successful implementation. Schmoker (2018) states that the effectiveness of teachers dramatically improves when they recognize and apply a shared and viable curriculum. Summers (2021, as cited in Lowery, 2021) asserts that a viable curriculum forms the basis for successful assessment, student learning, and classroom instruction. Thus, curriculum viability plays a crucial role in influencing the effectiveness of teaching instruction. However, it has challenges, including resistance, non-participation, lack of follow-up, or general difficulty embracing technology (Belt & Lowenthal, 2020).

However, there are also negative aspects regarding curriculum viability once there are inhibitors. Ornstein and Hunkins (2018) noted that although teachers are significant in making decisions for a curriculum, some are hesitant to participate in curriculum committees. The lack of teachers' participation in curriculum design and development is an obstacle that affects Philippine schools' entire teaching and learning process (Irembere, 2019). Additionally, the misalignment of learning outcomes of the K-12 curriculum and the perception of stakeholders has been shown in several studies (Rivera, 2017; Barrot, 2018; Trance, N., & Trance, L. 2019; Relucio & Palaoag, 2018). The study by Mirasol et al. (2021) revealed that participants expressed that the K-12 curriculum needed more responsive to the student's needs. Furthermore, Ednave et al. (2018) presented challenges in implementing the K to 12 programs, such as a lack of preparation and professional development, an excessive academic burden on students, and integration of lessons in a real-life context.

Teaching Competence. Zhumash et al. (2021) discussed that teaching competence is essential in ensuring effective instruction and learning outcomes. Zhumash defined that teaching competence encompasses the skills, knowledge, and beliefs a teacher possesses and applies in their professional practice. According to Gibbs (2013), competent teachers must possess the tools, skills, and wisdom to foster appropriate student learning. Studies have shown that teachers' perceived teaching proficiency and self-efficacy correlate to their occupational well-being and external evaluations of instructional quality (Lauermann & ten Hagen, 2021). Additionally, research by Nadia (2020) highlights that teacher competence includes mastery of tasks, teaching and educating skills, attitudes, and appreciation needed to support the success of the learning process.

Teaching competence encompasses various dimensions, including academic, social, personal, and instrumental competencies. Many studies have explored these competencies and their impact on teachers' professional performance. Siri, Supartha, Sukaatmadja, and Rahyuda (2020) conducted a study highlighting the significance of teachers' personal competence and commitment to enhancing the performance of professional teachers. Their findings indicated that teacher commitment is a mediator between teacher competence and professional teacher performance, emphasizing the importance of personal and professional attributes in driving effective teaching. Ramadhan, Sulaiman, and Saleh (2022) identified a positive

relationship between teachers' academic competence and their ability to fulfill professional duties. This suggests that a strong foundation of subject matter knowledge and pedagogical skills contributes to effective teaching practices.

Regarding instrumental competencies, research by Maknun (2022) focused on Indonesian teachers and showed high technological, pedagogical, and content knowledge competence levels. Similarly, Galaraga and Reynato (2022) discovered that Filipino teachers demonstrated significant digital competence. These findings highlight the importance of teachers' ability to utilize technology and integrate it into their instructional practices effectively. Communicating proficiently in a second language is another aspect of instrumental competence. Studies by Prasetya (2021), Mangila (2018), and Ozaki (2021) emphasized the proficiency of Filipino teachers in communicating in a second language. This competence enables teachers to engage with students and create inclusive learning environments effectively. As highlighted by Lapita and Connie (2020), social competence plays a critical role in a teacher's performance. Interacting and communicating effectively with fellow teachers, the school community, and students is essential. Varetska et al. (2019) further emphasized that social competence contributes to students' social success, emphasizing its impact on creating positive classroom dynamics and fostering student development.

Positive studies indicate that effective learning requires effective instruction to accompany the students' academic performance (Nbina, 2012, as cited by Marjon & Nugroho, 2019). Teaching competence is crucial for effective instruction, as it can positively affect students' academic development and skills and help teachers improve their teaching techniques and instruction (Omar, Ahmad, Hassan, & Roslan, 2018). Moreover, developing teaching competence is invaluable for individuals, workplaces, and life settings, benefiting the economy and society more widely (Vitello & Greateorex, 2022). On the other hand, negative studies show that in-service teachers lack essential teaching competencies (Tiwari, 2009, as cited by Nair, 2017), and the quality of teachers in Indonesia is still low (Syamsinar, 2015). These findings suggest the need for teacher training and development programs that can help improve the teaching competence of teachers. Overall, the literature suggests that teaching competence is crucial in ensuring effective teaching and learning outcomes.

Effective Instruction. A high-quality education system can be achieved with a core of good teachers (Du Plessis & Mestry, 2019). This can also be done with effective instruction, a critical aspect of successful teaching and learning. Killion and Hirsh (2011, as cited by Purwanti & Vania, 2021) emphasized that student success relies on effective instruction, not just periodically but every day in every learning institution. They further discussed that effective teaching impacts students' academic, physical, socioemotional, and behavioral well-being. According to Ndungu et al. (2015), teachers' performance is determined by the lesson preparation they perform before teaching in the classroom, which also determines the effectiveness of the instruction and understanding process. Furthermore, teacher behavior is vital for effective teaching (Harris, 2019). Effective instructional methods are necessary to improve student's achievements (Muijs & Reynold, 2017).

Effective instruction encompasses various components that contribute to optimal learning outcomes. The literature highlights the importance of practice and feedback, clear and shared outcomes, varied content, materials, and methods of instruction, complex thinking and transfer, and maintaining a conducive learning environment. Practice and feedback are crucial elements in enhancing student learning and improving teaching practices (Chan & Lou, 2022). They benefit student motivation and behavior and increase course satisfaction and exam performance (Gan, An, & Liu, 2021). Moreover, practice and feedback play a role in fostering inclusive education (Brass & de Boer, 2018), ensuring every student has equal opportunities to learn and succeed. Clear and shared outcomes are essential for effective instruction, as they provide a sense of common purpose and enhance the learning experience (Hellens, 2020). Teachers can foster students'

engagement and critical thinking skills by incorporating creativity and creative thinking into the curriculum.

Instruction methods are fundamental to effective teaching, impacting student learning outcomes, teacher productivity (Taylor, 2018), and teacher beliefs and practices (Nurkamto, Drajati, Ngadiso, & Karlina, 2021). Employing various instructional strategies allows for differentiation and accommodates diverse learning styles, improving student engagement and understanding. Complex thinking and transfer, as promoted by teachers, are crucial in developing students' critical thinking skills necessary for success in today's globalized and information-rich society (Gochitashvili & Shabashvili, 2021) that are deemed essential for success in a globalized and information-rich society (Bezanilla, Galindo-Domínguez, & Poblete, 2021). By encouraging the application of ideas (Butcher, 2022) and offering transformative education (Bernardo & Ramos, 2022), teachers empower students to think critically, solve problems, and apply their knowledge effectively. Maintaining a conducive learning environment is vital for teachers, as it has a significant impact on student engagement, motivation, student-teacher relationships (Amanda, 2020), well-being (Miller, 2017), participation, and teacher professional development (Maoto, 2014). Teachers foster positive interactions, active participation, and holistic development among their students by creating a supportive and inclusive atmosphere.

Moreover, effective instruction utilizes instructional strategies that are most appropriate for the content and the student and is carried out proficiently, allowing for meaningful learning (Baldwin, 2021). The good thing is that every teacher aims to deliver effective instruction to their students, leaving a profound and prolonged impact on their minds (Jack, 2017). When this is the instructional goal of every teacher, students will be able to be developed at their fullest potential, considering that they can achieve academic progress when provided with effective instruction tailored to their needs (Wilson & Conyers, 2020). Tazitabong (2021) emphasizes the impact of teacher competence on instructional delivery and its subsequent effect on student learning outcomes. Similarly, Mahulae, Lumbanraja, and Siahaan (2020) highlights that higher levels of teacher competence are associated with improved student learning outcomes, further supporting the implications derived from the research findings. These implications underscore the importance of continuous professional development and enhancing teaching skills among teachers in the Davao region to foster effective instruction. Collectively, educators can enhance student learning outcomes by integrating these elements into teaching practices, promoting critical thinking, and creating engaging and inclusive learning.

Studies have shown that effective instruction requires content expertise, reflects sound instructional methods, and articulates high, achievable, and purposeful expectations (Johnson County Community College Faculty, 2015). Highly effective instruction involves the use of evidence-based teaching to set where students are in their learning, decide on appropriate teaching strategies and interventions, monitor student progress, and evaluate one's teaching effectiveness (Masters, 2018). Effective teaching strategies must be utilized to meet standards and reach students' educational needs (Bouslog, 2019). Effective instruction indicators include success in managing the classroom, success in the communicative process, good quality of students' responses, good learning process, and success in the lesson's objectives (Bistari, 2017).

On the contrary, the English as Foreign Language teachers in the English Education Department of Universitas Muhammadiyah Semarang's instructional performance under observation in teaching their students shows an unsatisfactory result (Aimah & Purwanto, 2019). Nonetheless, Chew and Cerbin (2021) identified nine interacting cognitive challenges teachers must address to deliver effective instruction and enhance student learning. These challenges include student mental mindset, metacognition and self-regulation, student fear and mistrust, prior knowledge, misconceptions, ineffective learning strategies, transfer of learning, constraints of selective attention, and mental effort and working memory. Therefore, teachers must ensure they are competently equipped and use the most relevant strategies to facilitate learning and establish effective instruction (Walker & Malcolm, 2022).

Theoretical Framework

The Cognitive Load Theory (CLT) by Sweller (1988) supports the combined influence of curriculum viability and teaching competencies on the effective instruction of teachers. CLT posits that effective instruction requires minimizing extraneous cognitive load (i.e., processing unnecessary or irrelevant information), managing intrinsic cognitive load (i.e., processing information inherent in the task), and maximizing germane cognitive load (i.e., processing information relevant to achieving the learning outcomes). In the context of curriculum viability and teaching competencies, teachers must deeply understand the curriculum and the strategies that best align with it, enabling them to manage intrinsic cognitive load. At the same time, teachers should avoid overloading students with extraneous cognitive load and ensure they direct students' cognitive processing toward the germane cognitive load. Therefore, teachers' ability to manage cognitive load effectively is crucial to ensure effective instruction, which can be influenced by their understanding of the curriculum and teaching competencies.

Moreover, the relevant theory that supports the relationship between curriculum viability and effective instruction of teachers is the Constructivist Learning Theory by Jean Piaget (1964). This theory emphasizes the importance of aligning the curriculum with the learning objectives and strategies appropriate for the learners' level of development and prior knowledge. According to the theory, a curriculum designed to be meaningful and relevant to the learners will lead to better engagement, understanding, and retention of knowledge. This can result in more effective instruction, as teachers can better facilitate the learning process by using appropriate teaching strategies and methods aligned with the curriculum. Therefore, a viable and well-designed curriculum can play a crucial role in enabling teachers to provide effective instruction that meets the needs of their students.

Furthermore, another theory that could support the relationship between teaching competencies and effective instruction of teachers is the Social Learning Theory proposed by Bandura (1977). This theory emphasizes the importance of observation, imitation, and modeling in learning. In the context of teaching, this theory suggests that effective instruction can be facilitated by demonstrating effective teaching practices by competent teachers. Teachers with solid teaching competencies can be models for novice teachers, who can observe and imitate their effective teaching practices. As a result, teachers may develop their teaching competencies, enhancing their classroom effectiveness.

3. Research Design and Methodology

Population/Respondents

The respondents of this study were teachers from the basic education department, considering that more research is needed to examine further what should be done to prepare K-12 teachers better (An et al., 2021). The teachers were selected using the cluster probability sampling technique. Cluster sampling is where the entire population is divided into groups, and a random sample is taken from these clusters, all of which are used in the final sample (Taherdoost, 2016; Akande & Famakin, 2021). It will have high external validity because the sample will reflect the characteristics of the larger population (Thomas, 2020). This study was conducted in selected public learning institutions in the Divisions of Davao City and Davao de Oro, collectively within Davao Region. The locale is relevant because it is where the K-12 curriculum is currently implemented, making it a proper context that examines the combined influence of curriculum viability, teaching competencies, and effective instruction.

Data Gathering Procedure

The data-gathering procedures for this study were conducted systematically and organized to ensure the data's accuracy and reliability. Firstly, a letter of request to conduct a study to the School Division Superintendents of Davao City Division and Davao de Oro Division was sent. After the approval, the researchers submitted a letter with an endorsement to the Public Schools District Supervisors of the selected schools in Davao City and Davao de Oro. Afterward, other letters were sent to the school heads of the identified schools in the selected clusters within the chosen divisions. Before administering the survey questionnaire, informed consent was obtained from the respondents to ensure their voluntary participation and understanding of the study's purpose. The survey questionnaire was administered, and the data was gathered for statistical calculation through IBM Statistical Package for the Social Sciences Statistics version 22. Lastly, the findings, conclusions, and recommendations were drawn from the analyzed data. They provided valuable insights into the combined influence of curriculum viability, teaching competencies, and effective instruction of teachers in the Davao region.

Data Gathering Instrument

The survey questionnaire in this study was adapted and modified, serving as the primary data collection tool. An expert in the field of education validated it. Curriculum viability has twenty-five items from the study of Khan, Spruijt, Mahboob, Al Eraky, and van Merriënboer (2021). Moreover, for teaching competencies, the instrument was based on the study of Rodríguez, Almedina, Cedeño, and Guerrero-Casado (2020), which has twenty-seven items. Furthermore, the Effective Instruction Self-Assessment Tool by Great Schools Partnership (2017) measured effective instruction with twenty-four items. Overall, the survey questionnaire for this study had seventy-six items. The adapted and modified survey questionnaire used in this study underwent a reliability test, which yielded a high Cronbach's alpha coefficient of .964, indicating a strong internal consistency of the questionnaire items. This demonstrates the robustness and reliability of the survey instrument in measuring the constructs of interest in the study.

Ethical Considerations

The ethical considerations in conducting research are crucial to ensure that the study is conducted with integrity and in consideration of the respondents' welfare. In this study, the researchers adhered to ethical principles such as social value, informed consent, privacy and confidentiality of information, risk, benefits, safety, justice, transparency, adequacy of facilities, qualification of the researchers, and community involvement. The researchers ensured that the respondents were fully informed about the study's purpose, benefits, risks, and their rights to withdraw without repercussions. Privacy, confidentiality, and anonymity of the respondent's information were maintained using codes instead of names and storing data securely. The researchers also ensured that the study was conducted safely and that the facilities and materials were adequate. Additionally, the researchers ensured that they had the qualifications to conduct the study, and community involvement was ensured by consulting with relevant stakeholders in the research locale.

4. Results and Discussions

4.1. Curriculum Viability

Presented in Table 1 is the level of curriculum viability as perceived by the teachers in the Davao region in terms of educational programs, disciplinary programs, social interaction, institutional policies, communication practices, and faculty involvement.

Table 1. Level of Curriculum Viability as Perceived by the Teachers in the Davao Region

Curriculum Viability	Mean	Descriptive Level
Educational Program	3.40	High
Disciplinary Program	4.52	Very High
Social Interaction	3.69	High
Institutional Policies	4.30	Very High
Communication Practices	3.76	High
Faculty Involvement	3.68	High
Overall	3.89	High

Note: 1.00-1.79 = Very Low; 1.80-2.59 = Low; 2.60-3.39 = Moderate; 3.40-4.19 = High; and 4.20-5.00 Very High

Starting with the highest-ranked indicator, the disciplinary program, with a mean score of 4.52, is perceived by teachers in the Davao Region as very high in terms of curriculum viability. This suggests that teachers recognize the effectiveness of disciplinary measures in maintaining a conducive learning environment and promoting student behavior management. From the teachers' perspective, this high ranking implies that the disciplinary program positively contributes to student engagement, discipline, and overall classroom management, creating a supportive atmosphere for effective teaching and learning. This result is in agreement with the findings of Erawan (2015) that in teaching, disciplinary programs for teachers are crucial because they provide a framework for teachers to develop well-defined developmental activities and foster greater curriculum coherence.

Moving to the second-highest ranked indicator, institutional policies with a mean score of $x = 4.30$ is perceived as very high in terms of curriculum viability by the teachers. This implies that the teachers believe that the presence of well-defined guidelines and expectations from the institution supports curriculum implementation and ensures consistency across classrooms. From the teachers' point of view, this high ranking indicates that clear institutional policies provide them with a structured framework to guide their instructional practices, resulting in enhanced curriculum delivery and student learning outcomes. This result corroborates the idea of Ulla (2018), who stated that institutional policies are essential because, collectively, they assist schools in establishing model operating procedures, quality teaching and learning and safety standards, and expectations and accountability.

Next, the third-highest indicator, communication practices, obtained a mean score of 3.76. This suggests that teachers perceive the level of communication practices related to curriculum viability as generally positive but with room for improvement. From the teachers' perspective, this ranking implies that effective communication channels among educators, administrators, and other stakeholders are evident in curriculum implementation, facilitating collaboration, and promoting a shared understanding of instructional goals and strategies. Effective communication is crucial for teachers to build trust and effective community partnerships (Oppenheim-Shachar & Berent, 2021), improve student learning (Rohman & Vanchapo, 2023), overcome communication barriers (Özmen et al., 2016), enhance language skills (Sharma et al., 2022), and promote affective learning (Mitchell et al., 2019).

Moving forward, social interaction receives a high mean score of 3.69, indicating that teachers perceive it as an essential aspect of curriculum viability. This suggests that teachers recognize the value of promoting positive social interaction among students, as it contributes to their overall engagement and learning experience. From the teachers' point of view, this high ranking implies that creating opportunities for collaborative learning, group work, and peer-to-peer interaction can foster a supportive and inclusive learning environment, leading to improved curriculum effectiveness. Social interaction among teachers can affect the

teaching and learning process in several ways, including motivating educational activities (Martyniuk, 2022) and improving the quality of teacher-student interactions (Abry et al., 2017). It can be an effective way to foster learning in the classroom (Malloy, 2019).

The next indicator, faculty involvement, receives a high mean score of 3.68, indicating that teachers perceive their involvement in curriculum-related activities as significant. From the teachers' perspective, this ranking implies that their active participation in curriculum development, decision-making processes, and professional development opportunities enhances their ownership and commitment to curriculum implementation, resulting in improved instructional practices and student outcomes. Faculty involvement is essential in shaping student perceptions (Abel et al., 2007), enhancing curriculum and education (Joyner et al., 2006, as cited by Kim et al., 2017), reducing cynicism (Mamon, 2018), promoting educational advocacy (Talmon et al., 2019), and increasing student involvement in various fields (Norman et al., 2022).

Lastly, the educational program receives a high mean score of 3.40, albeit lower than the other indicators. This suggests that teachers perceive that there is indeed an improvement in the educational program, which enhances its alignment with curriculum viability. From the teachers' point of view, this ranking implies that focusing on designing a curriculum that is engaging, relevant, and aligned with students' needs and developmental levels can further enhance curriculum effectiveness and promote student achievement. Educational programs are essential in education as they can improve the quality of education (Sánchez et al., 2019), meet professional standards (Khairutdinov et al., 2019), prepare individuals for careers (Krylova, 2020), and increase student satisfaction (Byun et al., 2018).

Based on the research result indicating a high level of curriculum viability which obtained an overall mean of 3.89 among teachers in the Davao region, it is evident that the curriculum implemented by these teachers is deemed viable. This finding aligns with the literature on curriculum viability, which emphasizes the importance of meeting quality standards and ensuring that the curriculum is realistic in scope and aligned with the developmental needs of the students (Khan et al., 2021). The literature supports the notion that a viable curriculum should be accessible to students and reasonable for teachers to teach to mastery, not merely superficially cover (Marzano, 2003, as cited by Smith, 2021).

Moreover, the literature highlights the significance of a viable curriculum in improving learning outcomes, student achievement, and effective instruction (Eaker & Marzano, 2020). The fact that the curriculum in the Davao region obtained a high mean score further substantiates this point. It implies that the curriculum, as perceived by the teachers, has successfully met quality standards and effectively addresses any inhibitors that might hinder its attainment (Khan et al., 2021).

Furthermore, the literature suggests that a well-planned curriculum significantly impacts student progress, teacher quality, and classroom instruction (Tunnell, 2022). This aligns with the research result, indicating that the curriculum implemented by teachers in the Davao region is viable. Integrating relevant content taught by knowledgeable professionals and effective pedagogical skills further supports the notion of a viable curriculum (Trinidad, 2020). In summary, the high level of curriculum viability among teachers in the Davao region, as evidenced by the research result, aligns with the literature. The literature emphasizes the importance of meeting quality standards, designing a curriculum that is accessible and aligned with student needs, and improving overall learning outcomes and effective instruction. The positive research result substantiates the notion that the curriculum implemented by teachers in the Davao region is indeed viable, thereby further supporting the idea that the curriculum in the region is well-designed and effectively meets the needs of students.

4.2. Teaching Competence

Presented in Table 2 is the level of teaching competence as perceived by the teachers in the Davao region in terms of academic, social, personal, and instrumental competence.

Table 2. Level of Teaching Competence as Perceived by the Teachers in the Davao Region

Teaching Competence	Mean	Descriptive Level
Academic Competence	3.68	High
Social Competence	3.76	High
Personal Competence	4.06	High
Instrumental Competence	3.66	High
Overall	3.79	High

Note: 1.00-1.79 = Very Low; 1.80-2.59 = Low; 2.60-3.39 = Moderate; 3.40-4.19 = High; and 4.20-5.00 Very High

Personal competence emerges as the highest-ranked indicator of teaching competence which obtained a mean score of 4.06. This finding suggests that teachers in the Davao region possess a high self-awareness, professionalism, and commitment to their roles. Teachers' personal competence is crucial as it influences their overall effectiveness in the classroom. It implies that teachers in the Davao region have developed a strong sense of identity, purpose, and dedication, which can positively impact their instructional practices and student interactions. This is consistent with the findings of Siri et al. (2020) study, which determined that teacher personal competence and commitment have a significant positive effect on the performance of professional teachers, and that teacher commitment acts as a mediator between teacher competence and professional teacher performance.

Moreover, academic competence ranks second in the indicators of teaching competence, with a mean score of 3.68. This indicates that teachers in the Davao region exhibit a high level of knowledge and expertise in their respective academic disciplines. Their academic competence enables them to effectively convey subject matter content and facilitate meaningful student learning experiences. Teachers' solid academic competence is essential for fostering a rich and rigorous educational environment that promotes student achievement and academic growth. This is in accordance with Ramadhan et al. (2022) study, which found that teachers' academic competence positively impacts their professional duties.

Moreover, instrumental competence obtained a mean score of 3.66 follows closely behind academic competence, indicating that teachers possess a solid foundation of instructional strategies, classroom management skills, and assessment techniques. Their instrumental competence enables them to create conducive learning environments and engage students effectively. This finding implies that teachers in the Davao region have developed the necessary pedagogical skills and practical tools to support student learning and meet the diverse needs of their learners. These findings can be further substantiated by the empirical evidence that Indonesian teachers have high technological, pedagogical, and content knowledge competence (Maknun, 2022); even in the Philippines, teachers showed very high digital competence (Galaraga & Reynato, 2022). Furthermore, Filipino teachers were found to have the ability to communicate in a second language proficiently and effectively (Prasetya, 2021; Mangila, 2018; Ozaki, 2021).

Lastly, social competence ranks as the fourth indicator of teaching competence, got a mean score of 3.76. Although it received a high mean score, it falls slightly behind the other indicators. Social competence refers to teachers' abilities to establish positive relationships, communicate effectively, and create a supportive classroom community. The implication is that while teachers in the Davao region demonstrate proficiency in social competence, they were able to foster inclusive and collaborative learning environments which

positively affected the academic community. This is aligned with the study of Lapita and Connie (2020), wherein they pointed out that social competence is an essential aspect of a teacher's performance, as it affects their ability to interact and communicate with fellow teachers, the school community, and students, especially the social success of the students (Varetska et al., 2019).

Overall, the level of teaching competence demonstrated by teachers in the Davao region, with a mean score of 3.79, signifies their proficiency in various aspects of their professional practice. This finding aligns with the literature, which emphasizes the essential role of teaching competence in ensuring effective instruction and positive learning outcomes. The research by Zhumash et al. (2021) supports the notion that teaching competence encompasses a range of skills, knowledge, and beliefs that teachers apply in their daily practice. This includes pedagogical expertise, subject matter knowledge, and the ability to make informed decisions about instructional strategies. The high mean score obtained by teachers in the Davao region suggests that they have successfully acquired and implemented these competencies, contributing to their overall teaching effectiveness.

Gibbs (2013) highlights that competent teachers possess the necessary tools, skills, and wisdom to foster appropriate student learning. The high level of teaching competence observed among teachers in the Davao region indicates their proficiency in creating engaging learning experiences, managing classroom dynamics, and adapting their instruction to meet the diverse needs of their students. Furthermore, the positive correlation between teachers' perceived teaching proficiency and instructional quality evaluations, as noted by Lauermann and ten Hagen (2021), reinforces the significance of teaching competence. The high mean score obtained by teachers in the Davao region suggests that their perceived competence aligns with external assessments of their instructional quality. This indicates that these teachers' teaching competence positively influences student learning outcomes and contributes to their overall job satisfaction and well-being.

The high level of teaching competence exhibited by teachers in the Davao region, as evidenced by their mean score of 3.79, indicates their proficiency in various dimensions of their professional practice. This aligns with the literature, which emphasizes the importance of teaching competence in ensuring effective instruction and positive learning outcomes. The findings suggest that the teachers in the Davao region have successfully acquired the necessary knowledge, skills, and beliefs to create engaging learning experiences and meet the diverse needs of their students.

4.3. Effective Instruction

Presented in Table 3 are the level of effective instruction as perceived by the teachers in the Davao region in terms of learning environment, clear and shared outcomes, varied content, materials, and methods of instruction, complex thinking and transfer, and practice and feedback.

Table 3. Level of Effective Instruction as Perceived by the Teachers in the Davao Region

Effective Instruction	Mean	Descriptive Level
Learning Environment	3.46	High
Clear and Shared Outcomes	3.73	High
Varied Content, Materials, and Methods of Instruction	3.73	High
Complex Thinking and Transfer	3.67	High
Practice and Feedback	3.97	High
Overall	3.71	High

Note: 1.00-1.79 = Very Low; 1.80-2.59 = Low; 2.60-3.39 = Moderate; 3.40-4.19 = High; and 4.20-5.00 Very High

The highest-ranked indicator is practice and feedback, with a mean score of 3.97, indicating that teachers in the Davao region highly prioritize providing opportunities for students to practice and receive constructive feedback. This implies that teachers value active engagement and continuous improvement in the learning process. Teachers can enhance student understanding, skill development, and overall learning outcomes by incorporating regular practice and offering timely feedback. These results are in accord with recent studies revealing that practice and feedback are essential for enhancing student learning and helping teachers to improve their teaching practices (Chan & Lou, 2022), improving student motivation and behavior, and increasing course satisfaction and exam performance (Gan et al., 2021), and contributing to inclusive education (Brass & de Boer, 2018).

The indicators of clear and shared outcomes and varied content, materials, and instruction methods ranked second with a mean score of 3.73, emphasizing their significance in effective instruction. This suggests that teachers in the Davao region prioritize establishing clear learning objectives and ensuring students access diverse instructional resources and approaches. By setting clear outcomes, teachers can give students a sense of purpose and direction. At the same time, the use of varied content, materials, and methods enhances student engagement and caters to different learning preferences and needs. These findings agree with the recent studies that clear and shared outcomes help to ensure that teaching provides a sense of common purpose and enhances the learning experience, for they can incorporate creativity and creative thinking into and alongside a curriculum (Hellens, 2020). In addition, instruction methods are essential in teaching because they can affect student learning outcomes, teacher productivity (Taylor, 2018), and teacher beliefs and practices (Nurkamto et al., 2021).

The indicator complex thinking and transfer obtained the third spot with a mean score of 3.67, highlighting the importance of promoting higher-order thinking skills and applying knowledge in real-world contexts. Teachers in the Davao region recognize the significance of fostering critical thinking, problem-solving abilities, and knowledge transfer to new situations. This implies they strive to develop students' capacity for deeper understanding and independent thinking. This is consistent with other research which showed that complex thinking and transfer promoted by teachers are essential in teaching because they help students develop critical thinking skills (Gochitashvili & Shabashvili, 2021) that are essential for success in a globalized and information-rich society (Bezanilla et al., 2021). Through this, teachers can promote the application of ideas (Butcher, 2022) and offer transformative education (Bernardo & Ramos, 2022).

Moreover, the indicator learning environment ranked as the lowest indicator with a mean score of 3.46, albeit being the last, it still got high results, indicating the importance of creating a conducive and supportive classroom atmosphere. Teachers in the Davao region acknowledge the impact of the learning environment on student engagement and overall instructional effectiveness. Teachers can enhance student motivation, collaboration, and active participation by establishing a positive and inclusive learning environment. This matches those observed findings in earlier studies stating that maintaining a conducive learning environment is crucial for teachers as it can have a significant impact on students' engagement, motivation, student-teacher relationships (Amanda, 2020), improved well-being (Miller, 2017), increased participation, and teacher professional development (Maoto, 2014).

The research result reveals that teachers in the Davao region demonstrate a high level of effective instruction, as indicated by the mean score of 3.71. This finding aligns with the literature, which emphasizes the critical role of effective instruction in achieving student success and fostering a high-quality education system. According to Zhumash et al. (2021), effective instruction encompasses a range of skills, knowledge, and beliefs that teachers apply in their professional practice. It involves using evidence-based teaching strategies tailored to students' needs and supported by thorough lesson preparation. The literature further

emphasizes that effective instruction positively impacts student development, including academic progress, socioemotional well-being, and behavioural outcomes (Gibbs, 2013).

The literature also highlights that teacher competence and expertise are linked to effective instruction. Ndungu et al. (2015) argue that teachers' performance and the effectiveness of instruction are influenced by thorough lesson preparation and content expertise. Effective instruction involves setting high and purposeful expectations for student learning and utilizing appropriate instructional methods (Johnson County Community College Faculty, 2015). Furthermore, the literature emphasizes that effective instruction requires continuous professional development and a commitment to reflective teaching practices. Teachers prioritizing effective instruction strive to create a positive learning environment, facilitate meaningful learning experiences, and monitor student progress (Masters, 2018).

The congruence between the research result and the literature suggests that teachers in the Davao region are dedicated to implementing effective instruction in their classrooms. Their commitment to evidence-based teaching strategies, thorough lesson preparation, and ongoing professional development contributes to creating a supportive learning environment for students. These teachers promote student achievement and holistic development by focusing on high-quality instruction. The research findings indicate that teachers in the Davao region exhibit a high level of effective instruction. This aligns with the literature, highlighting the importance of evidence-based teaching strategies, content expertise, and reflective practices in promoting student success. The dedication of teachers in the Davao region to effective instruction signifies their commitment to providing quality education and fostering positive learning outcomes for their students.

4.4. Combined Influence of Curriculum Viability and Teaching Competence on Effective Instruction

Presented in Table 4 is the combined influence of curriculum viability and teaching competence on effective instruction among teachers in the Davao region.

Table 4. Combined Influence of Curriculum Viability and Teaching Competence on Effective Instruction Among Teachers in the Davao Region

Effective Instruction							
Curriculum Viability and Teaching Competence	Unstandardized Coefficients		Standardized Coefficients			Decision on H_0	Interpretation
	B	Std. Error	Beta	T	Sig.		
Constant	-.109	.575		-.190	.850		
Curriculum Viability	-1.058	.308	-.514	-3.431	.001	Reject H_0	Significant
Teaching Competence	2.092	.281	1.117	7.457	.000	Reject H_0	Significant

$R = .709$; $R^2 = .503$, F-value = 49.113; p-value = .000

The multiple linear regression analysis examined the combined influence of curriculum viability and teaching competence on effective instruction among teachers in the Davao region. The results revealed

significant effects for both predictor variables, as the standardized coefficients and their associated statistical values indicated.

For curriculum viability, the unstandardized coefficient (B) of -1.058 indicates that a one-unit decrease in curriculum viability is associated with a decrease of 1.058 units in effective instruction, holding other variables constant. The standardized coefficient (Beta) of -0.514 indicates that curriculum viability affects effective instruction. The T value of -3.431 suggests that the effect of curriculum viability on effective instruction is statistically significant at the $p < 0.001$ level. These findings imply that effective instruction among teachers in the Davao region will likely be lower as curriculum viability decreases. These findings emphasize the importance of ensuring a realistic and well-designed curriculum that aligns with student's needs and is accessible to both students and teachers. Teachers should advocate for a viable curriculum that supports effective instruction and fosters student learning.

The research result regarding curriculum viability aligns with the literature by Schmoker (2018) and Summers (2021, as cited by Lowery, 2021). Schmoker emphasizes that teacher effectiveness improves significantly when teachers identify and implement a standard, coherent curriculum. This supports the implication derived from the research result, highlighting the importance of a viable curriculum supporting effective instruction. The literature suggests that a viable curriculum is a foundation for effective assessment, student learning, and classroom instruction, further corroborating the implication that curriculum viability significantly affects effective teaching instruction among teachers in the Davao region.

The unstandardized coefficient (B) of 2.092 suggests that a one-unit increase in teaching competence is associated with an increase of 2.092 units in effective instruction, holding other variables constant. The standardized coefficient (Beta) of 1.117 indicates that teaching competence strongly affects effective instruction. The T value of 7.457 indicates that the effect of teaching competence on effective instruction is statistically significant at the $p < 0.001$ level. These findings imply that higher levels of teaching competence among teachers in the Davao region will likely lead to more effective instruction. The results highlight the significance of continuous professional development and enhancing teaching skills. Teachers in the Davao region should prioritize improving their knowledge, skills, and beliefs related to effective instruction, including evidence-based teaching strategies, lesson planning, and instructional delivery. Investing in teacher competence is essential for promoting effective instruction and achieving positive student learning outcomes.

Similarly, the research result concerning teacher competence is supported by the literature by Nadia (2020) and Tazitabong (2021). Tazitabong (2021) highlights that the competence of each teacher influences how they deliver instruction and subsequently affects student learning outcomes. Nadia (2020) emphasizes that higher teacher competence levels lead to improved student learning outcomes, reinforcing the implication derived from the research result. The implication stresses the need for teachers in the Davao region to prioritize continuous professional development and enhance their teaching skills to promote effective instruction.

The overall model, as indicated by the R-squared value of 0.503, suggests that the combined influence of curriculum viability and teaching competence can explain 50.3% of the variance in effective instruction. The F-value of 49.113, with a significant p-value of 0.000, indicates that the model is overall statistically significant. In conclusion, the linear regression analysis demonstrates the combined influence of curriculum viability and teaching competence on effective instruction among teachers in the Davao region. The results underscore the need for a viable curriculum that supports effective instruction and emphasize the pivotal role of teaching competence in promoting high-quality teaching practices. Teachers in the Davao region should recognize the importance of these factors and actively engage in professional development to

improve their teaching skills and contribute to effective instruction in their classrooms.

The findings of the study regarding the influence of curriculum viability and teaching competence on effective instruction can be further substantiated by relevant theories. One such theory is the Cognitive Load Theory (CLT) proposed by Sweller (1988). CLT supports the idea that effective instruction requires minimizing extraneous cognitive load, managing intrinsic cognitive load, and maximizing germane cognitive load. Teachers who deeply understand the curriculum and appropriate strategies can effectively manage intrinsic cognitive load in the context of curriculum viability and teaching competencies. Teachers can ensure effective instruction by avoiding overloading students with irrelevant information (extraneous cognitive load) and directing their cognitive processing towards relevant information (germane cognitive load). Thus, teachers' ability to manage cognitive load is influenced by their understanding of the curriculum and teaching competencies.

Additionally, the Constructivist Learning Theory by Jean Piaget (1964) supports the influence of curriculum viability on effective instruction. According to this theory, a curriculum that aligns with the learners' objectives, strategies, and level of development promotes meaningful and relevant learning experiences. Teachers can enhance engagement, understanding, and knowledge retention by designing a curriculum that resonates with the learners' needs. This alignment between the curriculum and learners' needs leads to more effective instruction, as teachers can employ appropriate teaching strategies and methods. A well-designed and viable curriculum thus plays a crucial role in enabling teachers to provide effective instruction tailored to their students' requirements.

Moreover, the Social Learning Theory proposed by Bandura (1977) can support the influence of teaching competencies on effective instruction. This theory emphasizes the significance of observation, imitation, and modeling in learning. In the context of teaching, competent teachers with strong teaching competencies can serve as models for novice teachers. Novice teachers can observe and imitate the effective teaching practices experienced teachers demonstrate, leading to the development of their teaching competencies. By learning from competent teachers, novice educators can enhance their classroom effectiveness and provide more effective instruction.

Collectively, the Cognitive Load Theory, Constructivist Learning Theory, and Social Learning Theory provide theoretical support for the influence of curriculum viability and teaching competence on effective instruction. By considering these theories, educators can gain insights into managing cognitive load, aligning the curriculum with students' needs, and learning from competent teaching models to enhance instructional practices.

4. Conclusions

Based on the thorough analysis of the available data collected from teachers in the Davao region, the study draws the following conclusions:

- The level of curriculum viability, as perceived by the teachers in the Davao region, is high. This indicates that the curriculum, which is K to 12, is well-designed, aligned with quality standards, and offers students relevant and challenging learning targets. The curriculum is considered accessible to students and reasonable for teachers to deliver effectively.
- The level of teaching competence, as perceived by the teachers in the Davao region, is high. This means that teachers in the Davao region possess the necessary skills, knowledge, and beliefs to

deliver effective instruction and create a positive learning environment. The teachers are confident in their abilities and are committed to continuous improvement.

- The level of effective instruction, as perceived by the teachers in the Davao region, is high. This means that the teachers in the Davao region effectively create a positive learning environment, set clear and shared outcomes, utilize varied content, materials, and methods of instruction, promote complex thinking and transfer, and provide ample practice and feedback. They demonstrate a solid commitment to effective instructional practices, resulting in positive student learning experiences.
- Curriculum viability and teaching competence significantly influence the effective instruction of teachers in the Davao region. The findings emphasize the significance of curriculum viability and teaching competence in promoting effective instruction among teachers in the Davao region.

5. Recommendations

Based on the conclusions, the recommendations are provided for the Department of Education policymakers, academic stakeholders, teachers, and future researchers.

- Department of Education Policymakers. Based on the high level of curriculum viability and teaching competence in the Davao region, it is recommended that Department of Education policymakers continue to prioritize and invest in curriculum development and teacher training programs. This will ensure that the curriculum remains aligned with quality standards and that teachers receive continuous professional development to enhance their instructional skills and competencies.
- Academic Stakeholders. Academic stakeholders, such as school administrators and curriculum developers, should collaborate with teachers to further strengthen the curriculum's viability and teaching competence. This can be achieved by providing ongoing support and resources for curriculum implementation and professional development initiatives. Creating a collaborative environment that encourages sharing best practices and exchanging ideas among academic stakeholders is crucial.
- Teachers. Teachers should continue to engage in professional development opportunities to enhance their teaching competence and instructional practices. They can actively participate in workshops, seminars, and conferences focusing on curriculum innovation, instructional strategies, and effective assessment techniques. Additionally, teachers should strive to create a student-centered learning environment that cultivates critical thinking, ingenuity, and engagement among students.
- Future Researchers. Future researchers can explore the impact of specific interventions or initiatives to enhance curriculum viability and teaching competence. They can conduct longitudinal studies to examine the long-term effects of these factors on student learning outcomes and overall educational quality. Furthermore, future research should explore the contextual factors influencing curriculum viability and teaching competence, considering regional variations and unique challenges teachers face in different educational settings.
- Overall, it is recommended that all stakeholders in the educational landscape work collaboratively to sustain the high level of curriculum viability, teaching competence, and effective instruction in the Davao region. Continuous improvement and ongoing support are essential to guarantee that students

will be able to receive nothing but only high-quality education that they deserve and will make them 21st-century world ready.

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