

Article

Explicating Quality Instructional Support Towards Definitive Outcome

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Abstract:

In the realm of education, quality instructional support is essential in facilitating effective teaching and learning processes and ultimately achieving definitive outcomes. Instructional support encompasses a range of strategies, resources, and interventions that aim to enhance the instructional practices of educators and meet the diverse needs of students. This research examines the perception of teachers and learners regarding the level of instructional support in identified public elementary schools. Based on the findings, the study highlights the challenging role educators face in meeting students' expectations for instructional support. The students perceived that teachers provide positive school climate, behavioral, social, and classroom support. However, the data suggest the need to enhance social and behavioral support for students. Furthermore, the findings reveal that teachers face interruptions in their teaching due to immediate meetings, seminars, and other directives from the division office. Despite this issue, the findings indicate that teachers were still able to deliver quality education to students. Overall, this study sheds light on the current state of instructional support in the identified public elementary schools and provides valuable insights for developing an action plan to address the perceived gaps in support.

Keywords: Quality Instruction, Instructional Support, Basic Education
Introduction

In In the education sector, there is increasing attention to classroom climate as an indicator of students' well-being and teaching quality (Viac & Fraser, 2020). Research has shown that a positive school climate not only decreases student absenteeism and dropout rates but it also has a significant incidence in students' academic performance (Hamlin, 2021). Moreover, Wang et al. (2020) emphasized that a



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positive classroom climate has been linked to positive student outcomes, such as promoting student motivation. Wu et al. (2021) stated that a significant improvement in student attitudes toward science, problem-solving skills, as well as more positive views of the learning environment. Without encouragement and support, students will often stop questioning, inquiring, exploring, and will lose their natural sense of wonder about the world around them (Leng, 2020). In addition, without encouragement and support, students will often stop questioning, inquiring, exploring, and will lose their natural sense of wonder about the world around them. When this occurs when students' connection to curiosity is broken, learning becomes boring and mundane, which in turn leads to disengagement in learning (Sharp, 2022).

Supporting elementary students' continued connection to curiosity not only supports continued student engagement in their current grade, but it is also critical for student success in the middle and high school years (Lavonen & Salmela-Aro, 2022). In speaking with my colleagues at the middle school and secondary levels, elementary students who are encouraged to use their curiosity develop the key problem-solving skills that are essential to continuing their academic growth (Wei et al., 2021). In elementary school, students learn how to explore, inquire, and build upon prior learning in order to find out information about things they are curious about (Salmon & Barrera, 2021). Dhawan (2020) stated that they develop skills to help them stay focused on their learning and continue to search for answers, even when faced with challenging problems. Gholam (2019) also noted that learners learn to persevere and continue their inquiry, despite obstacles that might arrive. They also learn the important collaboration and communication skills necessary for success both in the classroom and beyond graduation. Curious learners connect prior knowledge from classroom studies to real-world applications through their research (Quinn et al., 2019).

Student support is an all-inclusive term for academic and non-academic assistance towards the student's learning, health, spiritual being, community engagement, hidden curriculum, extra curriculum activities, and a successful graduation from the program (McCluskey, 2022). It should include preparation for learning challenges, career guidance and counselling, continuous administrative support, computer skills, technology and library training, tuition and mentoring support, peer support, and community support. Research has demonstrated that engaging students in the learning process increases their attention and focus and motivates them to engage in higher-level critical thinking (Umar, 2022).

Moreover, Ren (2019) attending to the various needs of students means eliminating serious roadblocks to educational engagement. It also means helping students develop the emotional skills necessary to be successful both inside and outside of the classroom (Beard &

Thompson, 2021). Explicitly teaching students how to navigate sticky social situations and to advocate for themselves in the classroom provides a good model for future salary negotiations and effective interpersonal communication (Chunoo et al., 2019), for example. If your school encourages students to view and track their grades in real-time, students are learning self-regulation and developing a sense of responsibility for their academic performance. And though teachers can't achieve this alone, whatever we can do to impart critical thinking skills and a baseline expectation of respect and tolerance will ultimately improve our collective future communities. In light of increasing rates of community and school violence, high-profile suicides, and self-segregation, we can no longer ignore the vital role that mental health and emotional intelligence play in human development and in how we relate to the world around us. It is easy for us as educators to complain that parents or society aren't teaching appropriate manners, basic skills, or good habits, but students are constantly learning from implicit and explicit cues of those around them – and that includes from their teachers. If we are communicating to students that their needs as students have no place in education, we reinforce the idea that cognitive development is not important. While taking on something new can be scary, our students are worse off when we ignore their emotional needs altogether due to our own fears or discomfort (Yasmin et al., 2020). Moreover, teachers play a critical role in supporting student learning and achievement. Thus, effective instructional support from teachers can help students develop the knowledge, skills, and attitudes needed to succeed academically and in life. Effective instructional support from teachers involves creating a positive learning environment, social and classroom that lead to supports student engagement, motivation, and achievement.

Existing literature emphasizes the significance of a positive learning environment and the role of teacher support in promoting student engagement and motivation. However, there is a gap in understanding the specific instructional strategies, interventions, and techniques that teachers can utilize to create such environments and provide effective support. Additionally, there is a need to investigate the potential impact of different instructional support approaches on student achievement. Therefore, further research is needed to delve into the specific instructional support practices that promote student engagement, motivation, and ultimately, academic achievement. This research would provide valuable insights for teachers, educational policymakers, and administrators to develop evidence-based instructional support strategies that optimize student learning outcomes. By addressing this research gap, we can enhance our

understanding of effective instructional support and contribute to the development of effective teaching practices that benefit students across various educational contexts.

Methodology

This study utilized a descriptive research methodology to assess the perception of both teachers and students regarding the level of instructional support in identified public elementary schools. The research aimed to describe and analyze data on the present conditions and characteristics of the respondents, focusing on the learners' perception of teacher instructional support. Data was collected using a research instrument, specifically a checklist that gathered demographic information such as age, gender, highest educational attainment, years in service, and relevant training and seminar attendance. The instrument for assessing instructional support practices was adapted from the self-assessing social and emotional instruction and competencies tool developed in 2014. This self-assessment tool enabled educators to reflect on their current instructional support practices that impact student learning. Through the descriptive analysis of the gathered data, this study aimed to provide valuable insights into the perceived level of instructional support and contribute to the understanding of effective practices that promote student engagement and achievement. Moreover, this study utilizes the 5-point Likert Scale from 5 to “strongly agree” to 1 “Disagree”.

Results and Discussions

Table 1. Positive School Climate

Indicators	Teachers		Learners	
	Mean	VD	Mean	VD
Teachers want students in this class to respect each other's ideas.	5	SA	4.39	SA
Teachers treat everyone in this class fairly.	5	SA	4.39	SA
Teachers want the students in this class to work well together.	5	SA	4.69	SA
Teachers do not allow students to make fun of other students' ideas in class.	5	SA	4.69	SA
Teachers want all students to feel respected.	5	SA	4.39	SA
Grand Mean	5	SA	4.51	SA

Table 1 presents the data the perceptions of the respondent groups in terms of positive school climate. Based on the data gathered, all the statements refer to positive school climate got the highest weighted

mean of 5.0 which verbally described as strongly agree, as rated by the teacher respondents. Students on the other hand, the statement refers to teachers want the students in this class to work well together and teachers do not allow students to make fun of other students' ideas in class got the highest weighted mean of 4.69 which verbally described as strongly agree, while the statements refer to teachers want students in this class to respect each other's ideas, teachers treat everyone in this class fairly and teachers want all students to feel respected got the lowest weighted mean of 4.39 which also verbally described as strongly agree. Overall, teacher got the final weighted mean of 5.0 while the student got the overall weighted mean of 4.51 which also verbally described as strongly agree. According to Daily et al. (2019) a positive school climate is essential to the success of both teachers and students. Zulela et al. (2022) emphasized it refers to the overall quality and character of school life, including the relationships between students, teachers, and parents, as well as the physical and emotional environment of the school. Students who feel safe and supported in their school environment are more likely to be engaged in their learning and perform better academically (Jennings, 2019). Moreover, teachers who work in a positive school climate also report higher levels of job satisfaction and are more likely to stay in their profession (Zakariya, 2020). This indicates that a positive school climate is important to both teachers and students because it fosters a safe, supportive, and engaging learning environment that promotes academic success, positive behavior, social and emotional development, better attendance, and strong relationships.

Table 2. Behavioral Support

Indicators	Teachers		Learners	
	Mean	VD	Mean	VD
Promote positive behaviors by encouraging my students when they display good social skills	4.67	SA	4.02	A
Promote positive behaviors by encouraging my students when they display good work habits.	4.63	SA	4	A
Let students know how their effort leads to positive results with specific affirmation.	4.3	SA	4.06	A
Let students know that it is okay to get answers wrong or think outside of the box.	4.3	SA	4	A
Check the students about academic and nonacademic concerns they might have.	4.67	SA	4.04	A
Grand Mean	4.51	SA	4.02	A

Table 2 presents the data the perceptions of the respondent groups in terms of behavioral support. Based on the data gathered, the statement

refers to promote positive behaviors by encouraging my students when they display good social skills and check the students about academic and nonacademic concerns, they might have got the highest weighted mean of 4.67 which verbally described as strongly agree, while the statements refer to let students know how their effort leads to positive results with specific affirmation and let students know that it is okay to get answers wrong or think outside of the box got the lowest weighted mean of 4.30 which also verbally described as strongly agree. Students on the other hand, the statement refers to let students know how their effort leads to positive results with specific affirmation got the highest weighted mean of 4.06 which verbally described as agree, while the statements refer to promote positive behaviors by encouraging my students when they display good work habits and let students know that it is okay to get answers wrong or think outside of the box got the lowest weighted mean of 4.00 which also verbally described as agree. Overall, teacher got the final weighted mean of 4.51 which verbally described as strongly agree while the student got the overall weighted mean of 4.02 which verbally described as agree. Fagan et al. (2019) emphasized that behavioral support is crucial for the success of students in school, especially those with behavioral challenges. It is essential to understand that a student's behavior can have a significant impact on their academic performance, social interactions, and overall well-being (Alzahrani et al., 2019). Moreover, when students feel supported and confident in their ability to manage their behavior, they can focus better on their academic work (Ibrahim & Zaatari, 2020). This indicates that behavioral support is essential to the success of students in school.

Table 3. Social Support

Indicators	Teachers		Learners	
	Mean	VD	Mean	VD
Teachers listen to students' point of view.	4.5	SA	4	A
Teachers care about other students' feelings	4.77	SA	4	A
Teachers compliment students' accomplishments	5	SA	3.98	A
Teachers get along with the students and encourage communications.	4.77	SA	3.88	A
Teacher treats us fairly in terms of participation and discussions.	4.73	SA	4	A
Grand Mean	4.75	SA	3.97	A

Table 3 presents the data the perceptions of the respondent groups in terms of social support. Based on the data gathered, the statement refers to Teachers compliment students' accomplishments got the highest weighted mean of 5.00 which verbally described as strongly agree, while the statement refers to teachers listen to students' point of view got the lowest weighted mean of 4.50 which also verbally described as

strongly agree. Students on the other hand, the statement refers to teachers listen to students' point of view, teachers care about other students' feelings and teacher treats us fairly in terms of participation and discussions got the highest weighted mean of 4.00 which verbally described as agree, while the statements refer to teachers get along with the students and encourage communications got the lowest weighted mean of 3.88 which also verbally described as agree. Overall, teacher got the final weighted mean of 4.75 which verbally described as strongly agree while the student got the overall weighted mean of 3.97 which verbally described as agree. Mishra (2020) Social support is critical to the academic and personal success of students. Moreover, Pang (2020) noted that it provides them with a sense of belonging, builds their confidence, and helps them develop positive social skills. In addition, Borup et al. (2020) emphasized that students who receive social support are more likely to engage in class, participate in discussions, and collaborate with their peers. As a result, their academic performance is likely to improve (Martirosyan et al., 2019). This indicates, social support is crucial to the success of students. It promotes a sense of belonging, builds confidence, improves academic performance, develops positive social skills, and reduces stress. Teachers and schools should prioritize creating a supportive and inclusive learning environment that encourages positive social interactions among students.

Table 4. Classroom Support

Indicators	Teachers		Learners	
	Mean	VD	Mean	VD
Teachers create learning experiences in which students must apply positive social skills to be successful.	5	A	4	A
Teachers help students learn how to respond to and learn from their peers' contributions during a discussion.	4.47	A	4.04	A
Teachers help students learn how to effectively communicate their points of view	4.93	A	4.57	SA
Teachers hold in-depth discussions about content with students.	4.97	A	4.14	A
Teachers ask students to listen to and think about their peers' opinions and whether they agree with them.	4.9	A	4	A
Grand Mean	4.85	A	4.15	A

Table 11 presents the data the perceptions of the respondent groups in terms of classroom support. Based on the data gathered, teachers create learning experiences in which students must apply positive social skills to be successful got the highest weighted mean of 5.00 which verbally described as strongly agree, while the statement refers to teachers help

students learn how to respond to and learn from their peers' contributions during a discussion got the lowest weighted mean of 4.47 which also verbally described as strongly agree. Students on the other hand, the statement refers to teachers help students learn how to effectively communicate their points of view (e.g., elaborate on their thinking) got the highest weighted mean of 4.57 which verbally described as strongly agree, while the statements refer to teachers create learning experiences in which students must apply positive social skills to be successful and teachers ask students to listen to and think about their peers' opinions and whether they agree with them got the lowest weighted mean of 4.00 which verbally described as agree. Overall, teacher got the final weighted mean of 4.85 which verbally described as strongly agree while the student got the overall weighted mean of 4.15 which verbally described as agree. According to Iglesoas-Pradas et al. (2021) classroom support is essential to students' success and overall academic performance. Moreover, Franklin & Harrington (2019) emphasized that a supportive classroom environment can foster a sense of community, enhance learning opportunities, and promote student engagement. This indicates that classroom support is essential to students' academic and emotional well-being.

Table 5. Test of Significant Difference

Constructs	Mean	Std Dev	p - value	Decision
Positive School Climate	5.00	0	0.003	Reject Ho
Behavioral Supports	4.51	0.16	0.005	Highly significant
	4.51	0.02		Reject Ho
	4.02	0.03		significant
Social Supports	4.75	0.18	0.001	Reject Ho
	3.97	0.05		Highly significant
Classroom Support	4.85	0.22	0.001	Reject Ho
	4.15	0.24		Highly significant

Table 5 presents the data in terms of significant difference on the respondent groups perception on the instructional support. Finding showed that in terms of Positive School Climate was statistically significant, $t(4) = 6.67, p = .003$, 95% confidence interval [0.29, 0.69]. Behavioral Support was also statistically significant, $t(4.14) = 5.54, p = .005$, 95% confidence interval [0.25, 0.73]. Moreover, in terms of Social Support it was statistically significant, $t(8) = 9.43, p = <.001$, 95% confidence interval [0.59, 0.97]. In addition, classroom Support was also statistically significant, $t(8) = 4.84, p = .001$, 95% confidence interval [0.37, 1.04]. Thus, the null hypothesis is rejected. The results may indicate that there is a disconnect between what teachers think they are providing and what students are actually experiencing. This could suggest that the instructional support being provided is not meeting

the needs of the students, or that teachers may not be aware of the challenges students are facing.

Table 6. Perceived Issues and Concerns

Indicators	Rank
Interruption of work due to the meetings, seminars and other directives from the division office	1
Heavy load of paper works.	2
Establishment of a strong partnership with other stakeholders.	3
Establishment of a strong support system from parents.	4
Lack of school facilities such as classrooms, comfort rooms, etc.	5
Teachers lack of support in school activities.	6

Table 6 presents the issues and concerns perceived by the teachers. Finding showed that interruption of work due to the meetings, seminars and other directives from the division office was rated as rank number 1 issue, followed by heavy load of paper works, establishment of a strong partnership with other stakeholders, establishment of a strong support system from parents, lack of school facilities such as classrooms, comfort rooms, etc. and teachers lack of support in school activities. It is not uncommon for teachers to be interrupted or distracted from their work due to meetings, seminars, and other directives from the division office or school administration. While these activities may be necessary for the smooth functioning of the school or division, it can be challenging for teachers to balance these demands with their teaching responsibilities.

Conclusion

The findings of the study highlight the challenging role that educators face in providing instructional support to students in the present context. According to the student respondents, teachers were perceived to provide a positive school climate and offer support in behavioral, social, and classroom aspects. This indicates that teachers are actively engaged in creating a conducive learning environment and addressing the needs of their students. However, the findings also indicate a need to enhance social and behavioral support for students. This suggests that while teachers are making efforts to support students in these areas, further attention and resources may be required to address the specific needs in social and behavioral domains. Another notable finding is that teachers often faced interruptions in their teaching due to immediate meetings, seminars, and other directives from the division office. Despite these challenges, the findings suggest that teachers were still able to provide quality education to their students.

This highlights the dedication and adaptability of educators in navigating external demands while ensuring the delivery of quality instruction. Overall, the findings emphasize the importance of continuing professional development and support for teachers to enhance their instructional practices, particularly in social and behavioral domains. Additionally, the study underscores the need for educational administrators to consider strategies that minimize interruptions and provide teachers with adequate time and resources to focus on their instructional responsibilities. By addressing these challenges, educators can further enhance the level of instructional support and ultimately promote improved student outcomes.

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