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Adequacy of Instructional Materials on Student Engagement and Achievement

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Abstract**—***This study refers to adequacy of instructional materials on student engagement and achievement. Instructional materials act as a catalyst for engagement by transforming abstract concepts into interactive, relatable experiences that capture student interest. By providing this essential cognitive support, Instructional materials bridge the gap between curiosity and mastery, directly leading to improved retention and higher academic achievement. The main purpose of this study is to determine the extent of adequacy of the instructional material, level of student engagement and level of students' achievement. The research also explores into investigating significant relationship between the adequacy of the instructional materials and student engagement. Furthermore, the study also determines significant relationship between the adequacy of the instructional materials and student achievement. Descriptive research was used in the study to assess how well the instructional resources covered student participation and student performance. Purposive sampling technique was used to one hundred fifty-eight (158) Secondary TLE Teachers of Public schools in District of Laguna. Descriptive and inferential statistics, including weighted mean, standard deviation and Pearson r Coefficient is used in this study. Data collection employed a questionnaire that was created by the researcher himself. It aimed for the researcher to gather information on the significant relationship between the responses of TLE teachers. The extent of adequacy of the instructional materials is very highly adequate. In addition, level of student engagement is also very highly engaged. Furthermore, level of students' achievement is also very high. A notable relation between the adequacy of the instructional materials and student engagement is observed. Lastly the relation between adequacy of the instructional materials and student achievement is also observed. A significant relationship between the adequacy of the instructional materials and student engagement was noted. Thus, the hypothesis is rejected. This implies that despite the influencing factors on the adequacy of the instructional materials the quality and availability of instructional materials remain a primary driver of student involvement. Similarly, significant relationship between the adequacy of the instructional materials and student achievement was noted, hereby the hypothesis is rejected. This implies that despite the presence of external variables, the quality and availability of instructional materials remain a critical determinant of academic success. Based on the findings and conclusions, the following recommendations were set forth. The researcher recommended that the school may continuously implement a systematic resource-mapping and quality assurance framework that prioritizes the acquisition of industry-aligned, interactive, and inclusive instructional materials. They may also establish a continuous professional development program for teachers focusing on the effective integration of instructional materials.*

Keywords**—** *Instructional Materials, Student Engagement, Student Achievement, TLE Teachers.*

I. INTRODUCTION

Education continues to be a central driver of personal growth and national progress, especially in the 21st century where schools are tasked to provide learners with skills and knowledge relevant to a rapidly changing society. The Department of Education (DepEd, 2022) has consistently acknowledged the impact of insufficient and outdated instructional resources on student outcomes. The implementation of the K–12 curriculum requires teachers to employ varied instructional materials to support learner-centered teaching. This situation calls attention to the urgency of evaluating the adequacy of instructional materials to determine whether they meet the needs of both teachers and students in achieving curriculum objectives in Home Economics Subjects.

As Castro and Tumibay (2021) emphasized, the adequacy of instructional resources is directly linked to improved comprehension, higher retention, and stronger student performance. Without sufficient materials, teachers are constrained in their delivery of lessons, and learners are less able to achieve intended educational outcomes. The adequacy of instructional materials remains evident. UNESCO (2021) reported that access to updated textbooks and digital learning resources strongly correlates with student performance across different subject areas.

Student engagement is a crucial element in education because it reflects learners' active involvement, interest, and persistence in classroom activities. Achievement, on the other hand, measures the extent to which learners successfully acquire knowledge and skills. Conversely, limited resources often result in lower test performance, incomplete mastery, and overall academic underachievement.

In this light, the adequacy of instructional materials is not merely a support mechanism but a fundamental factor in promoting both engagement and achievement. This study therefore seeks to examine the adequacy of instructional materials and its relationship to student engagement and achievement. Findings from this research are expected to provide insights for educators, school administrators, and policymakers in improving resource provision and ensuring that the learning environment fosters active participation and academic success.

1.1 Statement of the Problem

Problem/s which were addressed by the research

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This study aimed to determine the adequacy of instructional materials and its relationship to student engagement and achievement.

Specifically, it sought to answer the following questions:

1. What is the extent of adequacy of the instructional materials in terms of:
   1.1. alignment;
   1.2. relevance to curriculum;
   1.3. accuracy;
   1.4. clarity;
   1.5. accessibility?
2. What is the level of student engagement in terms of:
   2.1. active involvement;
   2.2. enthusiasm;
   2.3. peer relations; and
   2.4. task completion?
3. What is the level of students' achievement in terms of:
   3.1. awards receive; and
   3.2. recognition?
4. Is there significant relationship between the adequacy of the instructional materials and student engagement?
5. Is there significant relationship between the adequacy of the instructional materials and student achievement?

II. Methodology

The study employed descriptive research to determine the extent of adequacy of the instructional materials with regards to student engagement and student achievement. Purposive sampling technique was used to one hundred fifty-eight (158) Secondary TLE Teachers of Public schools in District of Laguna. Descriptive and inferential statistics, including weighted mean, standard deviation and Pearson r Coefficient is used in this study. A self-made questionnaire was used as a research instrument in data gathering. It aimed for the researcher to gather information on the significant relationship between the responses of TLE teachers.

III. Results and Discussion

This chapter discusses the results that were yielded from the treatment of the data that was gathered in this study. The following tabular presentations and discussions further determine the adequacy of instructional materials and its relationship to student engagement and achievement.

Extent of Adequacy of the Instructional Materials

In this study, the extent of adequacy of the instructional materials in terms of alignment, relevance to curriculum, accuracy, clarity, and accessibility and was determined through mean and standard deviation.

The following tables show the availability of sufficient learning materials for the improvement of teaching and learning process.

Table 1 shows the extent of adequacy of the instructional materials in terms of alignment.

As presented, it is manifested that the instructional materials are clearly and logically connected to what students are expected to know and be able to do. Also, it is perceived to be designed to promote engagement, critical thinking, and deeper understanding and that the materials are provided in multiple formats that are compatible with assistive technologies. The materials can also connect academic concepts to real-world applications and accurately measure learning objectives as well.

The extent of adequacy of the instructional materials in terms of alignment gained the overall weighted mean of 4.41 with a standard deviation of 0.46, verbally interpreted as Very Highly Adequate. This indicates strong agreement among students that the instructional materials are well aligned to what they should learn. With the use of the materials students were able to think critically and understand concepts deeper.

Table 1. Extent of Adequacy of the Instructional Materials in terms of Alignment

Statements The alignment of the instructional materials…	Mean	SD	Remarks
…are clearly and logically connected to what students are expected to know and be able to do.	4.42	0.51	Strongly Agree
…are designed to promote engagement, critical thinking and a deeper understanding of the content.	4.38	0.51	Strongly Agree
…are in multiple formats offering closed captions for videos, and making sure digital materials are compatible with assistive technologies like screen readers.	4.43	0.50	Strongly Agree
…are relevant to lives, connecting academic concepts to real-world applications and contexts.	4.40	0.53	Strongly Agree
accurately measure the learning objectives.	4.40	0.53	Strongly Agree
Weighted Mean	4.41		
SD	0.46		
Verbal Interpretation	Very Highly Adequate		

In summary, the results indicate that instructional materials demonstrating strong alignment with the subject matter provide a sufficient and coherent framework for learners to master complex concepts. By ensuring that every resource, activity, and assessment is synchronized with the core learning objectives, students are provided with the precise tools needed to navigate the intended curriculum without confusion. This structural consistency effectively bridges the gap between theoretical instruction and practical execution, enabling learners to gain a durable foundation of knowledge. Consequently, well-aligned materials empower students to transition seamlessly from the classroom to the professional sphere by applying their skills to diverse real-world experiences. The presence of alignment ensures that the educational journey is not merely a series of disjointed tasks, but a purposeful path toward functional competence and long-term success.

Table 2 shows the extent of adequacy of the instructional materials in terms of relevance.

As presented, it is manifested that the instructional materials provide accurate and current information, reflecting the latest research and developments. Also, it is perceived that the information presented is consistently up-to-date and helps students achieve specific knowledge, skills, and attitudes. Furthermore, the materials are shown to include a variety of primary source documents and provide guidance while

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allowing students to connect concepts to genuine contexts outside the classroom.

Table 2. Extent of Adequacy of the Instructional Materials in terms of relevance to the curriculum

Statements The relevance of the instructional materials…	Mean	SD	Remarks
…lies in students ability to provide genuine context and demonstrate how concepts are used outside the classroom.	4.34	0.51	Strongly Agree
… information presented is up to date.	4.42	0.51	Strongly Agree
….help students to achieve the specific knowledge, skills, and attitudes.	4.40	0.55	Strongly Agree
… include a variety of primary source documents and provide guidance.	4.40	0.53	Strongly Agree
…provide accurate and current information, reflecting the latest research and developments.	4.42	0.51	Strongly Agree
Weighted Mean	4.40		
SD	0.52		
Verbal Interpretation	Very Highly Adequate		

The extent of adequacy of the instructional materials in terms of relevance gained an overall weighted mean of 4.40 with a standard deviation of 0.52, verbally interpreted as Very Highly Adequate. This indicates strong agreement among students that the instructional content is timely and practically applicable. With the use of these materials, students were able to engage with modern data and primary sources that bridge the gap between theory and practice.

In summary, the results indicate that instructional materials demonstrating high relevance to the subject matter provide a sufficient and comprehensive framework for the diverse needs of learners. By ensuring that educational resources are directly connected to current social, cultural, and vocational contexts, students are enabled to gain a contemporary and well-rounded understanding of the curriculum. This alignment between classroom content and real-world application fosters deeper emotional investment and helps learners perceive the practical value of their studies. Consequently, relevant materials bridge the gap between theoretical concepts and functional skills, preparing students for positive engagement with a rapidly evolving global society. Ultimately, the presence of relevance ensures that the knowledge acquired is not only academically sound but also meaningful and applicable to the students' future endeavors.

Table 3 shows the extent of adequacy of the instructional materials in terms of accuracy.

As presented, it is manifested that the instructional materials are notably free from bias, presenting information in a balanced way without promoting specific political or ideological agendas. Also, it is perceived that the content is derived from well-established academic institutions and peer-reviewed publications, ensuring a high level of scholarly integrity. Furthermore, the materials are found to be free from grammatical and typographical errors, are up to date with the latest research, and remain practical and easy for students to use.

The extent of adequacy of the instructional materials in terms of accuracy gained an overall weighted mean of 4.53 with a standard deviation of 0.48, verbally interpreted as Very Highly Adequate. This indicates a very strong consensus among students regarding the reliability and professional quality of the content. With the use of these materials, students were able to trust the information provided as being both factually sound and objectively presented.

Table 3. Extent of Adequacy of the Instructional Materials in terms of Accuracy

Statements The accuracy of the instructional materials…	Mean	SD	Remarks
…are free from bias. The information is in a balanced way, without promoting a particular political, cultural, or ideological agenda.	4.45	0.51	Strongly Agree
…content is up to date with the latest research, discoveries, and developments in the field.	4.40	0.54	Strongly Agree
...are free from grammatical and typographical errors.	4.42	0.52	Strongly Agree
…are from well-established academic institutions, professional organizations, or peer-reviewed publications.	4.43	0.52	Strongly Agree
…are practical and easy to use.	4.37	0.52	Strongly Agree
Weighted Mean	4.53		
SD	0.48		
Verbal Interpretation	Very Highly Adequate		

In summary, the results indicate that instructional materials demonstrating high accuracy on the subject matter provide a sufficient and reliable framework for academic use. By ensuring that educational resources are free from errors and distortions, these materials offer a credible foundation that allows learners to focus entirely on mastering content that is polished, unbiased, and evidence-based. This direct alignment with the true value of information eliminates the cognitive load associated with correcting misinformation, thereby streamlining the learning process. Consequently, accurate materials bridge the gap between theoretical instruction and objective reality, fostering a sense of trust and academic integrity between the student and the curriculum. Ultimately, the presence of accuracy ensures that the knowledge acquired is not only technically sound but also serves as a durable basis for advanced study and professional application.

Table 4 shows the extent of adequacy of the instructional materials in terms of clarity.

As presented, it is manifested that the instructional materials use language that is simple and precise, effectively making the content easy for students to understand. Also, it is perceived that the visual design including font size, type, and color significantly impacts readability and clarity. Furthermore, the materials are well-organized with clear headings and subheadings, providing instructional examples and interactive exercises that allow students to apply their learning and receive immediate feedback.

The extent of adequacy of the instructional materials in terms of clarity gained an overall weighted mean of 4.38 with a standard deviation of 0.50, verbally interpreted as Very Highly Adequate. This indicates strong agreement among students that the presentation of the materials is transparent and user-friendly. With the use of these materials, students were able to navigate complex topics without being overwhelmed by technical jargon or poor formatting.

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Table 4. Extent of Adequacy of the Instructional Materials in terms of Clarity

Statements The clarity of the instructional materials…	Mean	SD	Remarks
... use language that is simple and precise, making content easy for students to understand.	4.40	0.51	Strongly Agree
…have clear headings, subheadings, and a table of contents to help me navigate the material effectively.	4.38	0.55	Strongly Agree
…have visual design that significantly impacts clarity, with appropriate font size, type, and color that are easy to read.	4.40	0.54	Strongly Agree
… provide clear instructional examples and explanations that help students grasp concepts.	4.38	0.55	Strongly Agree
… include exercises, quizzes, and activities that allow students to apply what they have learned and receive immediate feedback.	4.37	0.52	Strongly Agree
Weighted Mean	4.38		
SD	0.50		
Verbal Interpretation	Very Highly Adequate		

In summary, the results indicate that instructional materials demonstrating high clarity on the subject matter provide a sufficient and effective framework for the diverse needs of learners. By ensuring that educational resources are expressed in a clear manner and are free from ambiguity, students are enabled to grasp complex concepts quickly and navigate the curriculum with minimal confusion. This transparent communication of learning intentions and success criteria acts as a vital tool for reducing the frustrations and errors often associated with poorly defined tasks. Consequently, materials characterized by high clarity foster a more equitable learning environment where students can develop better self-regulation and take full ownership of their academic journey. Ultimately, the presence of clarity ensures that the what, why, and how of learning are accessible to all, leading to improved motivation and superior academic outcomes.

Table 5 shows the extent of adequacy of the instructional materials in terms of accessibility.

Table 5. Extent of Adequacy of the Instructional Materials in terms of Accessibility

Statements The accessibility of the instructional materials…	Mean	SD	Remarks
… are available in multiple formats to accommodate my needs.	4.42	0.55	Strongly Agree
… are readable by screen readers and other assistive technologies.	4.39	0.54	Strongly Agree
… are organized so that students can follow a logical progression through the material.	4.42	0.54	Strongly Agree
…provide ample white space and clear line spacing to reduce visual clutter and improve readability.	4.38	0.54	Strongly Agree
… are concise and focused. Students get straight to the point without unnecessary jargon, repetitive examples, or tangential information.	4.38	0.54	Strongly Agree
Weighted Mean	4.40		
SD	0.49		
Verbal Interpretation	Very Highly Adequate		

As presented, it is manifested that the instructional materials are available in multiple formats to accommodate various student needs and are organized to allow for a logical progression through the content. Also, it is perceived that the materials are readable by screen readers and other assistive technologies, ensuring inclusivity for all learners. Furthermore, the materials provide ample white space and clear line spacing to reduce visual clutter, while remaining concise and focused by avoiding unnecessary jargon or repetitive information.

The extent of adequacy of the instructional materials in terms of accessibility gained an overall weighted mean of 4.40 with a standard deviation of 0.49, verbally interpreted as Very Highly Adequate. This indicates strong agreement among students that the materials are designed with a high degree of usability and inclusivity. With the use of these materials, students were able to access information efficiently and follow the curriculum without encountering significant physical or digital barriers.

In summary, the results indicate that instructional materials demonstrating high accessibility on the subject matter provide a sufficient and equitable framework for a diverse student body. By removing physical, sensory, and digital barriers, these materials enable all learners to focus on the core educational content through a well-organized and inclusive delivery system. This proactive approach to design ensures that students with varied capabilities can exercise their basic human right to equal access without the need for constant, reactive adaptations. Consequently, accessible resources foster a more effective learning environment that benefits the entire student population by providing multiple pathways to information and engagement. Ultimately, the presence of accessibility ensures that the educational experience is not only inclusive but also fundamentally aligned with the principles of social justice and academic excellence.

Level of Student Engagement

In this study, the level of student engagement in terms of active involvement, enthusiasm, peer relations and task completion were determined through mean and standard deviation.

The following tables shows the strategies shows by the teachers for the improvement of teaching and learning process. Table 6 illustrates the level of student engagement in terms of active involvement when utilizing instructional materials.

As presented, it is manifested that the instructional materials effectively incorporate problems or scenarios that require students to apply new knowledge to find solutions, as well as prompts that encourage students to reflect on their learning process and challenges. Also, it is perceived that the materials successfully integrate real-world case studies and immediate feedback mechanisms, such as quizzes and polls, to check for understanding. Furthermore, the inclusion of structured discussion prompts helps guide students to interact and build upon each other's ideas.

The level of student engagement in terms of active involvement gained an overall weighted mean of 4.38 with a standard deviation of 0.49, verbally interpreted as Very Highly Engaged. This indicates that the instructional materials are highly effective in shifting students from passive listeners to active participants. With the use of these materials, students

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were able to engage in critical thinking and collaborative problem-solving.

Table 6. Level of Student Engagement in terms of Active Involvement

Statements The active involvement of students in the use of instructional materials…	Mean	SD	Remarks
… include problems or scenarios that require students to use new knowledge and find a solution.	4.40	0.55	Strongly Agree
… present real-world case studies for students to analyze and propose solutions.	4.38	0.53	Strongly Agree
…include immediate feedback mechanisms like quizzes or polls that check for understanding.	4.38	0.54	Strongly Agree
… encourage students to write about learning process and what students find challenging.	4.40	0.54	Strongly Agree
… have structured discussion prompts that guide students to interact and build on each other's ideas.	4.36	0.57	Strongly Agree
Weighted Mean	4.38		
SD	0.49		
Verbal Interpretation	Very Highly Engage		

The level of student engagement in terms of active involvement gained an overall weighted mean of 4.38 with a standard deviation of 0.49, verbally interpreted as Very Highly Engaged. This indicates that the instructional materials are highly effective in shifting students from passive listeners to active participants. With the use of these materials, students were able to engage in critical thinking and collaborative problem-solving.

In summary, the results indicate that instructional materials designed for active involvement provide a sufficient and dynamic framework to sustain high levels of student interest and participation. By transforming passive observation into a kinetic process of discussion, critical questioning, and hands-on practice, these materials enable learners to internalize complex concepts through direct practical application. This shift from a banking model of education to a learner-centered approach fosters a more comfortable and stimulating atmosphere that significantly enhances conceptual retention. Furthermore, the integration of social reinforcement and peer interaction ensures that students are not only physically engaged but are also thinking deeply about their own learning journey. Ultimately, the presence of active involvement ensures that the educational experience is both impactful and memorable, leading to superior academic performance and long-term skill acquisition.

Table 7 shows the level of student engagement in terms of enthusiasm when utilizing the instructional materials.

As presented, it is manifested that the instructional materials spark interest by using modern-day scenarios and pop culture references relevant to the students' age, while posing questions that encourage learners to seek out more knowledge independently. Also, it is perceived that the materials feel personally relatable to the students' lives and are designed to provide positive reinforcement throughout the learning journey. Furthermore, the materials effectively demonstrate the importance of the content for the students' future careers and personal growth.

Table 7. Level of Student Engagement in terms of Enthusiasm

Statements The enthusiasm of students toward the instructional materials…	Mean	SD	Remarks
… feel personally relevant and relatable to students life, experiences, and interests.	4.39	0.56	Strongly Agree
… use modern-day scenarios, pop culture references, or issues relevant to my age.	4.40	0.54	Strongly Agree
… show why the content is important to my future, whether for a career, personal growth, or addressing a community issue.	4.36	0.55	Strongly Agree
… are designed to provide positive reinforcement along the way.	4.39	0.55	Strongly Agree
… pose questions that encourage students to seek out more knowledge on their own.	4.40	0.57	Strongly Agree
Weighted Mean	4.37		
SD	0.50		
Verbal Interpretation	Very Highly Engage		

The level of student engagement in terms of enthusiasm gained an overall weighted mean of 4.37 with a standard deviation of 0.50, verbally interpreted as Very Highly Engaged. This indicates that the instructional materials successfully capture the students' interest and emotional investment. With the use of these materials, students were not only compliant with requirements but were genuinely motivated to explore the subject matter further.

In summary, the results indicate that instructional materials designed to evoke high levels of enthusiasm provide a sufficient and restorative framework to foster a positive learning attitude. By presenting content in a way that triggers a happy and joyous state of mind, these materials enable learners to bridge the gap between rigorous academic tasks and their own personal interests and future aspirations. This high-activation affect transforms the educational experience from a passive requirement into a condition of high spirits and eager involvement. Consequently, enthusiastic instructional delivery serves as a powerful motivational catalyst, reducing the potential for negative behaviors while increasing student resilience. Ultimately, the presence of enthusiasm ensures that the learning journey is characterized by elation and a sense of greatness, leading to a more profound and enduring connection to the subject matter.

Table 8 shows the level of student engagement in terms of peer relation when utilizing the instructional materials.

Table 8. Level of Student Engagement in terms of Peer Relation

Statements The peer relations fostered through the use of instructional materials……	Mean	SD	Remarks
… are designed to naturally encourage students to work together with their classmates.	4.37	0.54	Strongly Agree
… students combine skills and knowledge to achieve a common goal.	4.38	0.54	Strongly Agree
… promote effective peer relations and opportunities for students.	4.40	0.55	Strongly Agree
… can help build a sense of community and making them feel like they are part of a shared learning journey.	4.40	0.57	Strongly Agree
… structured peer review processes where students had given clear guidelines on how to provide constructive feedback to their peers.	4.37	0.56	Strongly Agree
Weighted Mean	4.38		
SD	0.53		
Verbal Interpretation	Very Highly Engage		

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As presented, it is manifested that the instructional materials promote effective peer relations and provide opportunities for students to build a sense of community, making them feel like part of a shared learning journey. Also, it is perceived that the materials allow students to combine their skills and knowledge to achieve common goals through collaborative design. Furthermore, the materials include structured peer review processes and clear guidelines for providing constructive feedback, which naturally encourages students to work together with their classmates.

The level of student engagement in terms of peer relation gained an overall weighted mean of 4.38 with a standard deviation of 0.53, verbally interpreted as Very Highly Engaged. This indicates that the instructional materials serve as a strong catalyst for social learning and collaborative development. With the use of these materials, students were able to transition from solitary learning to a more communal and supportive academic environment.

In summary, the results indicate that instructional materials fostering high peer relations provide a sufficient and supportive framework to create a collaborative classroom culture. By facilitating social bonds and meaningful interactions, these materials enable learners to develop essential interpersonal skills and a deep sense of belonging while simultaneously mastering the subject matter. This social dimension of engagement transforms the learning environment into a space for companionship and collective problem-solving, which significantly influences both academic achievement and psychological well-being. Consequently, materials that encourage dyadic relationships and group synergy help students navigate the complexities of identity formation and social acceptance. Ultimately, the presence of strong peer relations ensures that the educational experience is not an isolated endeavor but a shared journey that reinforces a student's commitment to their school community.

Table 9 shows the level of student engagement in terms of task completion as supported by the instructional materials.

Table 9. Level of Student Engagement in terms of Task Completion

Statements The task completion of students as supported by the instructional materials……	Mean	SD	Remarks
… have no room for ambiguity.	4.35	0.56	Strongly Agree
… has complex tasks and can be broken down into smaller, manageable steps.	4.34	0.54	Strongly Agree
… know exactly what the final product or outcome should look like, often through a rubric or a model example.	4.35	0.54	Strongly Agree
… use simple vocabulary and avoid unnecessary jargon.	4.36	0.54	Strongly Agree
… provide the right amount of scaffolding and support to prevent me from getting stuck.	4.37	0.55	Strongly Agree
Weighted Mean	4.36		
SD	0.52		
Verbal Interpretation	Very Highly Engage		

As presented, it is manifested that the instructional materials provide the right amount of scaffolding and support to prevent students from getting stuck, while utilizing simple vocabulary to avoid unnecessary jargon. Also, it is perceived that the materials leave no room for ambiguity, ensuring that students know exactly what the final product or outcome should look like using rubrics or model examples. Furthermore, the materials are shown to effectively break down complex tasks into smaller, manageable steps, facilitating a smoother completion process.

The level of student engagement in terms of task completion gained an overall weighted mean of 4.36 with a standard deviation of 0.52, verbally interpreted as Very Highly Engaged. This indicates that the instructional materials are highly effective in guiding students toward the successful finishing of academic requirements. With the use of these materials, students were able to maintain momentum and achieve learning milestones with clarity and confidence.

In summary, the results indicate that instructional materials supporting high levels of task completion provide a sufficient and structured framework for consistent student success. By incorporating clear scaffolding and well-defined expectations, these materials enable learners to navigate complex assignments without becoming overwhelmed by the scope of the work. This systematic approach transforms daunting projects into a series of achievable milestones, leading to a clear end state where the student's output is fully functional and meets all predefined criteria. Consequently, materials that prioritize the successful finishing of tasks within a defined timeframe foster a sense of efficiency and performance that is vital for both academic and professional development. Ultimately, the presence of task completion as a core indicator ensures that students not only understand the theory but also possess the discipline to fulfill their intended educational objectives.

Level of Students' Achievement

In this study, the level of students' achievement in terms of awards receive and recognition was determined through mean and standard deviation.

The following tables shows that awards receive and recognition can truly contribute to students' achievement.

Table 10 presents the level of students' achievement in terms of awards received as supported using instructional materials.

Table 10. Level of Students' Achievement in terms of Awards Receive

Statements Through instructional materials, students…	Mean	SD	Remarks
… are included in the Honor Roll based on official academic records.	4.36	0.54	Strongly Agree
… receive certificates, medals, or awards during school recognition programs..	4.36	0.54	Strongly Agree
… learn academic or skills-related awards in school-based activities or competitions.	4.36	0.55	Strongly Agree
… achieve honors or high honors as documented in school records.	4.35	0.54	Strongly Agree
… receive awards that are properly recorded and verified by the school.	4.41	0.54	Strongly Agree
Weighted Mean	4.37		
SD	0.50		
Verbal Interpretation	Very High		

As presented, it is manifested that students receive awards that are properly recorded and verified by the school, which

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serves as the highest-rated indicator in this category. Also, it is perceived that the instructional materials support students in being included in the Honor Roll, earning academic or skills-related awards in competitions, and receiving certificates or medals during recognition programs. Furthermore, the materials are shown to assist students in achieving honors or high honors as documented in their official academic records. The level of students' achievement in terms of awards received gained an overall weighted mean of 4.37 with a standard deviation of 0.50, verbally interpreted as Very High. This indicates that the quality and adequacy of the instructional materials have a tangible impact on formal academic recognition. With the use of these materials, students were able to translate their learning into measurable success and institutional honors.

In summary, the results indicate that instructional materials facilitating high levels of achievement provide a sufficient and robust framework to drive academic excellence. By aligning content with specific educational goals and standards, these materials enable learners to not only meet but often exceed the requirements for academic awards and formal recognition. This process transforms abstract knowledge into tangible accomplishments, such as high grades, certifications, and scholarships, which serve as evidence of a student's commitment and effort. Consequently, materials that prioritize both cognitive gains and non-cognitive outcomes foster a culture of resilience where students feel empowered to overcome challenges and contribute meaningfully to their communities. Ultimately, the presence of high-achievement indicators ensures that the educational journey culminates in recognized success, providing students with a credible foundation for their future academic and professional endeavors.

Table 11 showcases the level of students' achievement in terms of recognition as supported by the instructional materials.

Table 11. Level of Students' Achievement in terms of Recognition

Statements Through instructional materials, students…	Mean	SD	Remarks
… are formally recognized during school recognition or awarding ceremonies.	4.41	0.54	Strongly Agree
…. appear in official lists of awardees or honorees released by the school.	4.36	0.52	Strongly Agree
… receive documented recognition for academic or skills performance.	4.34	0.55	Strongly Agree
… are acknowledged by the school for consistent academic achievement.	4.38	0.57	Strongly Agree
… have recognition reflected in school reports, announcements, or records.	4.40	0.53	Strongly Agree
Weighted Mean	4.38		
SD	0.48		
Verbal Interpretation	Very High		

As presented, it is manifested that the instructional materials significantly contribute to students being formally recognized during school awarding ceremonies and having that recognition reflected in school reports and announcements. Also, it is perceived that students are acknowledged by the institution for consistent academic achievement and appear in the official lists of awardees released by the school. Furthermore, the materials ensure that students receive documented recognition for their academic or skills-based performance.

The level of students' achievement in terms of recognition gained an overall weighted mean of 4.38 with a standard deviation of 0.48, verbally interpreted as Very High. This indicates a strong correlation between the use of high-quality instructional materials and the formal validation of student success. With the use of these materials, students were able to perform at a level that garnered official institutional acknowledgement and visible academic status.

In summary, the results indicate that instructional materials facilitating high levels of recognition provide a sufficient and restorative framework to validate individual student effort. By offering formal acknowledgment and public affirmation, these materials enable learners to achieve a status of academic excellence that is both documented and celebrated within the school community. This process transforms personal growth and improved performance into visible accomplishments, such as certificates or medals, which significantly boost a student's confidence and intrinsic motivation. Consequently, a curriculum that prioritizes recognition helps students focus on their own progress rather than external comparisons, fostering a deeper sense of pride and commitment to their studies. Ultimately, the presence of recognition ensures that a student's love for learning and determination to overcome obstacles are meaningfully rewarded, paving the way for sustained success in higher education and beyond.

Significant Relationship Between the Adequacy of the Instructional Materials and Student Engagement

In this study, the significant relationship between the adequacy of the instructional materials and student engagement were analyzed applying Pearson Correlation Coefficient using Minitab 14.

Table 12 presents the correlation between adequacy of the instructional materials and student engagement. The results include Pearson correlation coefficients (r-values), p-values, and sample size (N=158) for each relationship.

As perceived in the preceding table, the existence of a significant correlation between the aspects of adequacy of the instructional materials such as alignment, relevance to curriculum, accuracy, clarity, accessibility and the all the dimensions of student engagement specifically; active involvement, enthusiasm, peer relations, and task completion is supported by the obtained p-values less than 0.05 level of significance. This further means that the presence of learning materials that are connected and relevant to the curriculum, shows clarity and accuracy of facts and are easily accessible by students promotes students' collaboration. Students participate actively and enthusiastically among their peers in completing the assigned tasks.

In summary, the results indicate that the adequacy of instructional materials is a vital predictor of student engagement. Instructional materials serve as a vital predictor of student engagement because when learners have consistent access to high-quality, relevant resources, they are more likely

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to remain actively involved and motivated in the learning process.

Table 12. Significant Relationship Between the Adequacy of the Instructional Materials and Student Engagement

		Student Engagement			
Adequacy of the Instructional Materials		Active Involvement	Enthusiasm	Peer Relations	Task Completion
Alignment	Pearson Correlation	0.565*	0.573*	0.535*	0.625*
	Sig. (2-tailed)	.000	.000	.000	.000
	N	158	158	158	158
Relevance to Curriculum	Pearson Correlation	0.574*	0.588*	0.567*	0.635*
	Sig. (2-tailed)	.000	.000	.000	.000
	N	158	158	158	158
Accuracy	Pearson Correlation	0.537*	0.535*	0.476*	0.571*
	Sig. (2-tailed)	.000	.000	.000	.000
	N	158	158	158	158
Clarity	Pearson Correlation	0.490*	0.485*	0.470*	0.571*
	Sig. (2-tailed)	.000	.000	.000	.000
	N	158	158	158	158
Accessibility	Pearson Correlation	0.578*	0.580*	0.554*	0.641*
	Sig. (2-tailed)	.000	.000	.000	.000
	N	158	158	158	158

Note *p < .05

The significant relationship, exist between the alignment of instructional materials and student engagement in terms of active involvement (r=0.565, p=0.000), enthusiasm (r=0.573, p=0.000), peer relations (r=0.535, p=0.000), and task completion (r=0.625, p=0.000). The relationship is ranged from moderate to strong. This means that alignment of instructional material makes the student experience more efficient path to mastery characterized by reduced confusion, increased confidence, and a clear correlation between their study efforts and academic success.

The significant relationship, exist between the relevance to curriculum of instructional materials and student engagement in terms of active involvement (r=0.574, p=0.000), enthusiasm (r=0.588, p=0.000), peer relations (r=0.567, p=0.000), and task completion (r=0.635, p=0.000). The relationship is ranged from moderate to strong. This means that relevance to the curriculum of instructional material provide students with a coherent learning pathway that transforms abstract standards into achievable goals, significantly boosting their engagement and academic performance.

The significant relationship, exist between the accuracy of instructional materials and student engagement in terms of active involvement (r=0.537, p=0.000), enthusiasm (r=0.535, p=0.000), peer relations (r=0.476, p=0.000), and task completion (r=0.571, p=0.000). The relationship is ranged from moderate to strong. This means that accuracy of instructional material ensures students build their knowledge on a reliable, factually sound foundation, preventing the formation of deep-seated misconceptions while fostering the trust and critical thinking necessary for genuine mastery.

The significant relationship, exist between the clarity of instructional materials and student engagement in terms of active involvement (r=0.490, p=0.000), enthusiasm (r=0.485, p=0.000), peer relations (r=0.470, p=0.000), and task completion (r=0.571, p=0.000). The relationship is ranged from moderate to strong. This means that clarity of instructional material allows students to focus their mental energy on mastering complex concepts rather than deciphering ambiguous instructions

The significant relationship, exist between the accessibility of instructional materials and student engagement in terms of active involvement (r=0.578, p=0.000), enthusiasm (r=0.580, p=0.000), peer relations (r=0.554, p=0.000), and task completion (r=0.641, p=0.000). The relationship is ranged from moderate to strong. This means that accessibility of instructional materials empower every student, regardless of their physical or cognitive abilities, by removing systemic barriers and providing multiple ways to engage with content, which directly fosters an inclusive environment where all learners can achieve their full potential.

Significant Relationship Between the Adequacy of the Instructional Materials and Student's Achievement

In this study, the significant relationship between the adequacy of the instructional materials and student's achievement were analyzed applying Pearson Correlation Coefficient using Minitab 14.

Table 13 presents the correlation between the adequacy of the instructional materials and students' achievement. The results include Pearson correlation coefficients (r-values), p-values, and sample size (N=158) for each relationship.

As perceived in the preceding table, the existence of a significant correlation between the dimensions of adequacy in instructional materials, specifically seasonality and availability, social practices, innovation and adoption, and economic factors and the dimensions of student achievement, namely awards and recognition, is supported by the obtained p-values, which are all less than the 0.05 level of significance.

This further means that the presence of high-quality instructional materials that are well-adapted to social practices and innovative trends directly contributes to a student's ability to excel academically. The strong correlation values suggest that when learning resources are economically accessible and consistently available, students are more likely to perform at an elite level, resulting in them receiving medals, certificates, and formal institutional recognition.

In summary, the results indicate that the adequacy of instructional materials is a vital predictor of student achievement. Ensuring that materials are innovative, socially relevant, and readily available creates a foundation for learners to attain honors and appear in official lists of awardees.

The significant relationship, exist between the alignment of instructional materials and student achievement in terms of awards (r=0.578, p=0.000) and recognition (r=0.550, p=0.000). The relationship is ranged from moderate to strong. This means that alignment of instructional material makes the student achieve more by providing a transparent and efficient learning pathway where every resource directly supports the

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mastery of specific goals, ensuring that their study efforts translate into measurable academic success.

Table 13. Significant Relationship Between the Adequacy of the Instructional Materials and Student's Achievement

Adequacy of the Instructional Materials		Student Achievement Awards	Recognition
Alignment	Pearson Correlation	0.578*	0.550*
	Sig. (2-tailed)	.000	.000
	N	158	158
Relevance to curriculum	Pearson Correlation	0.580*	0.557*
	Sig. (2-tailed)	.000	.000
	N	158	158
Accuracy	Pearson Correlation	0.554*	0.539*
	Sig. (2-tailed)	.000	.000
	N	158	158
Clarity	Pearson Correlation	0.641*	0.610*
	Sig. (2-tailed)	.000	.000
	N	158	158
Accessibility	Pearson Correlation	0.599*	0.575*
	Sig. (2-tailed)	.000	.000
	N	158	158

Note * $p < .05$

The significant relationship, exist between the relevance to the curriculum of instructional materials and student achievement in terms of awards (r=0.580, p=0.000) and recognition (r=0.557, p=0.000). The relationship is ranged from moderate to strong. This means that relevance to the curriculum of instructional material makes the student achieve more by bridging the gap between theoretical standards and practical application, ensuring that every learning activity feels purposeful and directly contributes to the mastery of required competencies.

The significant relationship, exist between the accuracy of instructional materials and student achievement in terms of awards (r=0.554, p=0.000) and recognition (r=0.539, p=0.000). The relationship is ranged from moderate to strong. This means that accuracy of instructional material makes the student achieve more providing a reliable and factually sound foundation that prevents the formation of deep-seated misconceptions, ensuring that every hour spent studying results in the mastery of valid, high-quality knowledge.

The significant relationship, exist between the clarity of instructional materials and student achievement in terms of awards (r=0.641, p=0.000) and recognition (r=0.610, p=0.000). The relationship is ranged from moderate to strong. This means that clarity of instructional material makes the student achieve more by allowing them to channel their full cognitive energy into mastering the actual content rather than struggling to interpret the delivery.

The significant relationship, exist between the accessibility of instructional materials and student achievement in terms of awards (r=0.599, p=0.000) and recognition (r=0.575, p=0.000). The relationship is ranged from moderate to strong. This means that accessibility of instructional material makes the student achieve more by ensuring that every learner has the equitable tools and flexible formats necessary to engage deeply with the content and demonstrate their true potential.

IV. Conclusion and Recommendations

Significant relationship between the adequacy of the instructional materials and student engagement was noted. Thus, the hypothesis is rejected. This implies that despite the influencing factors on the adequacy of the instructional materials the quality and availability of instructional materials remain a primary driver of student involvement.

Significant relationship between the adequacy of the instructional materials and student achievement was noted, hereby the hypothesis is rejected. This implies that despite the presence of external variables, the quality and availability of instructional materials remain a critical determinant of academic success.

Based on the drawn conclusions resulted to the following recommendations were given:

The researcher recommends that the school heads may continuously implement a systematic resource-mapping and quality assurance framework that prioritizes the acquisition of industry-aligned, interactive, and inclusive instructional materials. They may also establish a continuous professional development program for teachers focusing on the effective integration of instructional materials.

The researcher recommends that teachers may continue prioritize instructional materials directly to DepEd performance standards while contextualizing content with local industry practices and ensuring clarity using expert-validated, step-by-step visual guides and simplified language that reduces cognitive load. The researcher recommends that teachers may continue implementing hands-on, project-based learning that mirrors real-world industry tasks, allowing students to see the immediate practical value of their efforts while ensuring consistent task completion by providing frequent feedback and a sense of progress that motivates students.

The researcher recommends that teachers may continuously proactively create pathways for awards and certifications by increasing recognition.

Future researchers may make use of this study to enhance their readings of corresponding work, which could support the current research initiative's conclusions even more.

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