

Instructional Material Utilization and Its Effect on Teacher Performance and Student Learning Outcomes

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Abstract:

This study examines the influence of instructional material utilization on student learning outcomes and teacher performance, with a particular emphasis on four critical sub-variables: academic performance, student engagement, classroom management efficiency, and instructional material appropriateness. The research emphasizes the importance of instructional materials that are contextually appropriate and well-designed in enhancing the quality of education. This is supported by findings from a variety of countries in Asia, North America, Europe, and South America, such as the Philippines, Indonesia, the United States, France, and Chile. The research indicates that instructional materials promote active student participation, support classroom discipline, enhance teacher preparedness, and ultimately result in improved academic achievement when they are effectively aligned with curricular objectives and learner needs. Additionally, the research emphasizes the significance of providing teachers with training in the strategic application of instructional tools, in addition to content delivery. The global consistency of these findings indicates that instructional materials have a universal impact on the development of effective teaching and meaningful learning. The study concludes that the strategic integration of instructional materials should be a top priority in educational planning and policy, as it directly contributes to more dynamic classrooms, empowered instructors, and successful learners.

Keywords: *Instructional Material Appropriateness, Classroom Management Efficiency, Student Engagement and, Academic Performance*

Introduction

In the world of education, which is always changing, one thing will always be true: the tools teachers use in the classroom have a big impact on how well students learn and how well they teach. One of the most important things that affect how knowledge is conveyed, understood, and used is the materials used for education. Textbooks, digital media, visual aids, learning modules, and interactive tools are all examples of instructional resources that help students understand what they are learning. But their real effect comes from how carefully they are used, not merely from their presence.

This study looks at how important it is to use instructional materials and how it affects two important parts of education: how well teachers do their jobs and how well students learn. To understand how instructional resources affect teaching effectiveness and student achievement in different parts of the world, it looks at four important sub-variables: the appropriateness of the instructional materials, the efficiency of classroom management, student involvement, and academic performance.

Teachers in many parts of the world work hard to make learning meaningful and easy to understand. But this goal is harder and harder to reach when the resources used for teaching are old, don't match the learning goals, or don't connect with what the students are interested in and need. Teachers are more sure of what they are teaching when the materials are right for the students, meaning they are relevant, at the right level, and culturally appropriate. Students are also more likely to understand and remember what they learn. Also, using educational resources in a planned way helps with classroom management by giving classes structure, cutting down on interruptions, and

making transitions between lessons easier. Also, engaging, creative, and inclusive resources can make classes more relatable, fun, and participatory, which can greatly increase student engagement.

The main purpose of any educational effort, beyond getting people involved, is to help them do better in school. Students do better when teachers have teaching materials that promote varied instruction, active learning, and real-world application, according to studies from Chile, the Philippines, France, and the United States. These resources help make hard ideas clearer, assist students learn by doing, and encourage different ways of learning. All of these things lead to greater test scores, stronger skills, and a deeper understanding.

This study attempts to give a whole picture of how well-designed instructional resources might affect the daily lives of both teachers and students, given the global focus on quality education. This research looks at results from different countries and school systems to give evidence-based ideas that can help with classroom practices, teacher training programs, and changes to education policy. In the end, this study wants to show that spending money on meaningful, well-designed instructional materials is a key part of achieving educational excellence.

Literature Review

Instructional resources have been acknowledged as vital elements of efficient teaching and learning. As global educational systems transition to more learner-centered and outcomes-based methodologies, the strategic utilization of instructional resources has become increasingly significant. An expanding corpus of worldwide research underscores the significance of instructional resources in augmenting teacher efficacy, facilitating classroom management, bolstering student engagement, and eventually elevating academic success.

Instructional Material Appropriateness

The relevance, clarity, cultural sensitivity, and consistency with curricular standards of instructional materials all affect how well teachers teach and how well students learn. A study done at Core Gateway College in the Philippines found that having enough and appropriate teaching materials greatly improved teaching effectiveness, especially in terms of teaching competency and building rapport with students (CGCI-IJAMET, 2023). Batangas State University also discovered that pre-service teachers liked outcomes-based training materials, which made them more ready and confident to teach in the classroom (Asian Online Journals, 2023). In Indonesia, using learning-style-based instructional applications made both teachers' and students' responses better. This shows that material appropriateness is also about matching learners' preferences (ArXiv, 2023). Thailand's use of the ClassStart LMS showed that well-structured, high-quality instructional materials affect teachers' willingness to use digital platforms. This is similar to how the reliability of materials affects the effectiveness of instruction (ArXiv, 2019). In Pakistan, on the other hand, using ICT-based teaching tools that met curriculum standards led to better grades and more confident teachers (Sainsmat Journal, 2022).

Classroom Management Efficiency

To make a classroom a good place to study, you need to manage it well, and instructional materials are a big part of that. According to research in the United States, planned exercises and visual aids that help students learn actively make classrooms less disruptive and help students stay focused (Wired, 2014). The Classroom Organization and Management Program (COMP) showed even more that when teachers learned how to employ routines, visual schedules, and behavior charts, students behaved better and teachers felt less stressed (NCTQ, 2020). Canadian teacher education programs have also included instructional supports in their pre-service training, with a focus on how supplies might help maintain order in the classroom and encourage student participation. In Mexico, using clicker technology in big university settings made it easier for students to communicate with each other in real time and helped keep the classroom in order. This shows that technology-based materials may also be used to administer a classroom (Wired, 2014).

Student Engagement

Student involvement is a critical determinant of academic achievement, and its correlation with the use of instructional materials is well-documented. In France, the implementation of interactive tactics such as Peer Instruction, bolstered by well-crafted materials, markedly enhanced student enthusiasm and conceptual comprehension in physics courses (ArXiv, 2013). In England, organized instructional activities and collaborative work in disciplines such as mathematics and English improved cognitive and emotional engagement, resulting in elevated GCSE results (ScienceDirect, 2023). The Avanguardie Educative initiative in Italy enabled students to collaboratively develop digital educational content, leading to enhanced individualized and significant learning experiences (European Commission, 2020). PIRLS 2016 data in Norway demonstrated a significant correlation between instructional support via differentiated materials and higher-order inquiry, and both reading engagement and self-concept development (SpringerOpen, 2022). These findings emphasize that educational tools should not only educate but also motivate learners by being interactive, inclusive, and focused on students.

Academic Performance

Academic success is perhaps the best way to measure how well instructional materials are used. In Chile, changing physics materials to fit the reasoning abilities of students resulted to a big decline in the number of university students who failed (ArXiv, 2019). On the other hand, Brazilian colleges and universities that depended largely on old ways of delivering knowledge and didn't put much attention on new ways of teaching were found to hurt student achievement. The Escuela Nueva model in Colombia, which used self-paced, peer-supported lessons, made big improvements in reading and math, especially in rural areas (Wikipedia, 2023). During the COVID-19 pandemic, Peru's virtual classrooms showed once again that high-quality digital resources and timely instructor feedback may help postgraduate students do better in school (Frontiers in Education, 2022).

The literature repeatedly shows that instructional materials are very important for effective teaching and meaningful learning, no matter what country or school system you look at. When materials are right for students and meet their requirements, they help teachers do a better job of teaching. When used wisely, they make it easier to manage the classroom and keep it a good place to study. When they are engaging, they get students involved in the learning process and urge them to participate. And when they are properly connected with teaching and testing, they directly boost academic performance. These effects that are tied to each other show how important it is for teachers to focus on using instructional materials when designing curricula and making educational policies.

Comparative Research Objectives

1. To evaluate the extent of instructional material utilization in relation to student learning outcomes and teacher performance in a variety of countries in Asia, North America, Europe, and South America.
2. To investigate and contrast the impact of instructional materials' appropriateness on the effectiveness of teaching and the comprehension of learners in a variety of cultural and educational contexts.
3. To examine the similarities and differences in the function of instructional materials in improving the efficiency of classroom management among teachers in developed and developing countries.
4. To evaluate the influence of instructional materials on student engagement, with a particular emphasis on motivation, participation, and active learning, in a variety of educational systems.
5. To examine the impact of instructional material utilization on academic performance in various countries and to determine the most effective practices for enhancing student outcomes.
6. To identify innovative strategies and best practices in the development and utilization of instructional materials that can be adapted and implemented in a variety of educational environments.
7. To suggest policy and pedagogical enhancements that are based on comparative findings that emphasize the effective utilization of instructional materials as a global standard for improving teaching and learning.

Methodology

This investigation implemented a comparative qualitative research design to investigate the influence of instructional material utilization on student learning outcomes and teacher performance in a variety of countries from Asia, North America, Europe, and South America. The investigation concentrated on four distinct sub-variables: academic performance, student engagement, classroom management efficiency, and instructional material appropriateness. The objective of the design was to compare and synthesize existing findings in order to identify best practices, regional differences, and common patterns.

The primary data collection procedure employed in the research was documentary analysis. Data was collected by reviewing pertinent peer-reviewed journals, educational reports, policy briefs, and international assessment studies. The countries that were chosen—namely the Philippines, Indonesia, Thailand, Pakistan, United States, Canada, Mexico, France, England, Italy, Norway, Chile, Brazil, Colombia, and Peru—were selected by considering the availability of published findings related to the four sub-variables. Academic databases, including ResearchGate, ScienceDirect, ArXiv, and SpringerOpen, as well as official education portals such as UNESCO, OECD, and national education departments, were utilized to access sources.

The data was processed and interpreted using a thematic analysis approach. The four sub-variables were used to categorize the findings from each country. Subsequently, comparative analysis was implemented to ascertain:

- Frequently employed strategies and methodologies for the utilization of instructional materials;
- Innovations and challenges that are unique to a particular region;
- The correlation between the utilization of materials and the results achieved in various educational environments.

Themes were further analyzed to emphasize the manner in which each sub-variable was expressed in cultural and structural contexts, thereby fostering a more profound comprehension of the global influence of instructional materials on education.

Presentation of Data, Interpretation, and Analysis

The data, interpretation, and analysis of findings gathered from a variety of scholarly sources across selected countries in Asia, North America, Europe, and South America are presented in this consolidated chapter. The central theme of this study is the analysis, which concentrates on the utilization of instructional materials and its impact on student learning outcomes and teacher performance. The following sub-variables are specifically examined: instructional material appropriateness, classroom management efficiency, student engagement, and academic performance.

The results presented in this paper are derived from a thorough examination of international literature and research studies that reflect the educational practices and outcomes of the selected countries. The objective is to pinpoint common patterns, distinctive innovations, and critical insights regarding the utilization of instructional materials in a variety of educational environments, and to investigate the impact of these practices on student achievement and teaching effectiveness.

Comparative data from at least three to five countries per region are analyzed and interpreted in a distinct section for each sub-variable. The chapter aims to emphasize the ways in which instructional resources are employed by a variety of educational systems to resolve classroom challenges, improve learning outcomes, and increase student motivation. By contrasting the practices and outcomes of countries including the Philippines, the United States, France, and Chile, this chapter offers a more comprehensive comprehension of the global trends, contextual distinctions, and effective strategies associated with the utilization of instructional materials.

The study endeavors to offer a comprehensive and evidence-based narrative that substantiates the research objectives, reveals substantial implications for teaching and learning, and provides insights that can inform educational planning, teacher training, and instructional design in both local and international contexts through this analysis.

Theme 1: Instructional Material Appropriateness	
ASIA	CITATION AND FINDINGS
Philippines	Adequacy of Teaching Materials → Performance of Teachers A study of 103 faculty members at Core Gateway College in Nueva Ecija indicated that teaching materials that were assessed as "adequate" were strongly linked to excellent teaching performance, which included following policies, being efficient, and being competent.
Indonesia	Classroom Management System That Fits Different Learning Styles A research in South Bangka looked at an app that matches resources to students' learning styles and found it to be very useful and appealing. This helped teachers choose the right materials and manage the classroom better, which suggests that teachers were more effective.
Thailand	ClassStart LMS: Quality of Information and Systems A study that used the ClassStart platform found that the quality of the information and systems (which is a proxy for the suitability of the instructional materials) had a big effect on performance expectancy. This in turn predicted teachers' plans to use the materials and how they actually used them in class.
Pakistan	ICT in Education: Making Learning Easier and More Accessible A study in colleges in Rawalpindi, Pakistan, discovered that having and using ICT (digital instructional resources) made a big difference in students' knowledge and learning skills. This suggests that using ICT materials in the right way can affect how well students learn.

Interpretation and Analysis:

Research from the Philippines, Indonesia, Thailand, and Pakistan shows that using the right instructional materials is important for both teachers and students to achieve better in school.

Several studies in the Philippines stressed that teaching materials, whether they are print or digital, must be in line with the learning goals, suitable for the students' levels, and relevant to the situation. When these conditions are met, teachers do a better job, showing that they are more efficient, creative, and clear in their teaching. Students also learn better and more meaningfully when digital resources like videos and interactive presentations are used in the right way.

In Indonesia, appropriateness was looked at through the eyes of each student's needs, especially in systems that let teachers change materials to fit the way each student learns. The results show that when resources are tailored to

each student and fit well, it is easier for teachers to help students and get them to participate more, which leads to better classroom management and academic success.

Thailand's instance, which looks at the usage of Learning Management Systems like ClassStart, shows how important it is for information and systems to be of high quality, which means that digital materials are appropriate. Teachers are more likely to use technology when the educational information is well-designed, reliable, and easy to find. This makes lessons more interesting and engaging for students.

Researchers in Pakistan used ICT to look into how acceptable teaching materials were. The results suggest that digital tools that are relevant, culturally sensitive, and appropriate for kids have a big effect on how well students remember what they learn and how well they learn new abilities. Teachers who have access to and know how to use the right digital tools become more creative and sure of themselves when they teach.

Theme 2: Classroom Management Efficiency	
NORTH AMERICA	CITATION AND FINDINGS
United States	Learning by doing and controlling the classroom A meta-analysis of 228 STEM studies found that when teachers use active-learning methods like group work and discussions, students are more engaged in class, the failure rate drops by about 34%, and exam scores go up. This shows how using the right instructional materials can help teachers manage their classrooms better and get better results.
Canada	Since 2013, Canadian teacher-prep programs have seen a 26% rise in the number of requirements for practical training that uses evidence-based methods to control behavior and help students learn. These methods include praise systems, routines, and cueing materials.
Mexico	Using Clickers in Big College Classes A large public university's research indicated that using clicker-based teaching tools increased involvement, gave teachers more control, and helped students do better in school—showing that instructional technology can help with effective management.

Interpretation and Analysis:

Research from the United States, Canada, and Mexico shows that combining instructional materials with classroom management strategies in North America has had a big positive influence on both teacher effectiveness and student learning outcomes. Several studies in the United States show that using behavior charts, visual cues, and structured lesson guides can help teachers manage their classrooms better by keeping students from being distracted and getting them more involved in their lessons. Teachers can use tools like the Classroom Organization and Management Program (COMP) and Positive Behavioral Support (PBS) to make routines easier and keep the classroom under control. This improves the quality of education and lowers the stress level of teachers. In Canada, teacher education programs have also put more emphasis on evidence-based classroom management practices. These strategies require the use of structured instructional materials including cue cards, visual timetables, and behavior monitoring systems. These resources not only assist keep order, but they also make teachers more prepared and confident, which makes them teach better and students behave better. In Mexico, using interactive teaching tools like clicker systems in big university classes has made managing the classroom easier by getting students more involved and cutting down on conduct that isn't related to schoolwork. These technologies have two main uses: they deliver content and keep students focused, which is very important when dealing with large groups. It is clear that choosing, structuring, and aligning instructional materials with both behavioral and academic goals makes classroom management far more effective in these three countries. Instructional materials are not just ways to provide content; they are also strategic instruments that help keep order, keep students interested, and help them succeed in school. So, using instructional materials well is an important part of creating a learning environment where both teachers and students may do well.

Theme 3: Student Engagement	
EUROPE	CITATION AND FINDINGS
France	In a French study of big university physics classes, lectures used the Think-Pair-Share and Peer Instruction methods. Researchers showed that using instructional materials like guided questioning and tutorials led to big improvements in students' grasp of concepts, test scores, and motivation. This shows that interactive materials make students more interested in learning.
England	A study of UK secondary schools (Years 10–11) found that giving students more time to practice math on their own and work in groups or have discussions in English, together with the right resources and planned activities, helped them get

	higher GCSE grades. This illustrates that well-designed materials can help students do better by getting them involved.
Italy	INDIRE's "Avanguardie Educative" project combined traditional textbooks with digital content made by the students themselves, allowing them to develop their own resources. This made learning more relevant and collaborative, which got students more involved, and it also gave teachers greater freedom to change the curriculum.
Norway	PIRLS 2016 data from Nordic countries, including Norway, showed that teachers who provided organizational, emotional, and instructional support, like changing materials and asking higher-order questions, were strongly linked to improved student engagement and reading performance.

Interpretation and Analysis:

Countries in Europe, like France, England, Italy, and Norway, have demonstrated strong evidence that students are far more engaged when teachers use instructional materials in a way that makes sense and is useful. In France, using interactive teaching methods like Think-Pair-Share and Peer Instruction, along with guided materials and structured questioning, helped students understand concepts better and get more motivated. This shows that instructional materials designed for collaboration and interaction lead to deeper engagement and better performance. In England, research with secondary school students showed that when teachers give enough time in class to well-designed individual math practice tasks and group-based English activities, students are more interested in the subject and do better on national tests like the GCSE. Italy's "Avanguardie Educative" reform shows how powerful student-created digital resources can be, since students are involved in making the content. This not only helps students connect more with their learning materials, but it also lets teachers change their lessons more quickly, which makes them more interesting and relevant to the students' lives. The PIRLS study showed that instructors' use of supportive, adaptive teaching methods, like higher-order questioning and material differentiation, had a direct effect on how interested students are in reading in Norway. These methods make the classroom a place where students may engage with the material on both an emotional and intellectual level. These European experiences all show that student engagement is not just a result of how the curriculum is designed, but also how the materials are chosen, organized, and used. When materials are interactive, focused on the student, and in line with teaching goals, they give teachers the tools they need to improve both classroom dynamics and academic performance. This shows that how teachers use instructional materials is a key component in getting students interested in school and helping them do well.

Theme 4: Academic Performance	
SOUTH AMERICA	CITATION AND FINDINGS
Chile	Learning by doing in University Physics Using active-learning techniques (made by matching instructional materials to students' reasoning levels) in an introductory physics class at a public university in Chile greatly lowered the number of students who failed, especially those who didn't have formal reasoning skills. This led to better academic achievement.
Brazil	Quality of Academics and Teacher Training Research in Brazilian higher education shows that teachers mostly use traditional, content-based approaches and don't put much attention on instructional materials and didactic preparation. This leads to a mismatch that hurts both academic performance and successful teaching.
Colombia	The Escuela Nueva Model Improves Academic Results The Escuela Nueva concept changed rural education by giving students more freedom, allowing them to learn from each other, and letting them choose their own pace for lessons. This strategy has been related to better reading and math skills in school.
Peru	Feedback from teachers and online schoolwork During the COVID-19 epidemic, Peruvian postgraduate virtual classes showed that high-quality teaching materials and timely teacher feedback, both of which are part of instructional material utilization, helped students do better in online learning settings.

Interpretation and Analysis:

Countries in South America, like Chile, Brazil, Colombia, and Peru, show that using instructional materials well has a big effect on how well students do in school. In Chile, using active-learning methodologies with instructional materials that were appropriate for students' reasoning levels helped lower the number of students who failed university physics courses. This was especially helpful for students who had trouble with formal reasoning at first. This illustrates that when the material taught is at the right level for the students' brains, they do better in school. Brazil, on the other hand, has problems in this area because its colleges and universities still rely primarily on traditional, lecture-based approaches and don't use many other types of educational materials. When teachers don't focus on didactic

preparation and material design, students often do worse in school and don't pay attention, which shows a gap between how teachers teach and how well students learn. The Escuela Nueva concept, which focuses on giving students more freedom, learning from each other, and using self-paced learning modules, has greatly improved literacy and numeracy skills in Colombia, especially in rural areas. This concept shows how student-centered teaching resources can help students study on their own and do better in school. In Peru, especially during the switch to virtual learning during the COVID-19 epidemic, it was found that a combination of high-quality teaching materials and regular feedback from teachers greatly improved the academic performance of postgraduate students in online courses. This shows how important both the quality of the content and the assistance for teachers are when using materials. All of these results show that well-designed, contextually relevant, and well-integrated instructional materials are potent tools that have a direct effect on how well students do in school. Also, they emphasize how important it is for schools to do more than just teach information and instead focus on things like designing lessons, training teachers, and getting students involved in their learning in order to get the most out of using instructional materials.

Findings

Research from Asia, North America, Europe, and South America shows that how well teachers use instructional materials has a big effect on how well students learn and how well they do in school. This is especially true when it comes to the sub-variables of how appropriate the materials are, how well the teacher manages the classroom, how engaged the students are, and how well they do in school. Countries in Asia, such as the Philippines, Indonesia, Thailand, and Pakistan, have proved that when teaching materials are relevant to the students' lives and help them reach their learning goals, both the teacher's and the students' understanding get better. When resources are appropriate, they are relevant, at the right level, and culturally sensitive. This makes teaching better and helps students learn better. Studies from the US, Canada, and Mexico show that visual aids, lesson plans, clicker technology, and behavior charts are very important for making classroom management more effective in North America. These tools help teachers keep things in order, cut down on interruptions, and make lessons go more smoothly, which in turn gets students more involved and improves their grades. European countries like France, England, Italy, and Norway, on the other hand, stress how important instructional materials are for getting students interested in learning. Students are more motivated, involved, and academically engaged when they use interactive tactics, co-created digital content, and materials that are different for each student. Finally, in South America, countries like Chile, Brazil, Colombia, and Peru show that the quality and flexibility of teaching materials are directly related to how well students do in school. Active learning tactics, student-centered modules, and feedback systems that help students have all been found to greatly improve their understanding of different subjects. These global findings show that well-designed and implemented instructional materials are not only great for teaching content, but also for running classrooms, getting students interested, and helping them do well in school. This shows how important it is for schools to spend money on choosing, developing, and using high-quality teaching materials as a main way to make both teaching and learning better.

Conclusions

In conclusion, this study confirms what many teachers around the world have seen for themselves: instructional resources are not just extra tools; they are essential tools that affect the quality of teaching and the depth of student learning. Across all of the classrooms studied, from the Philippines and Indonesia to France, Mexico, and Peru, one thing is clear: when teaching materials are well-designed, relevant to the situation, and used with a purpose, they have a big impact on how lessons are taught, how students participate, and how learning happens. The appropriateness of instructional materials makes sure that the content connects with students, meets their needs, and supports educational goals. Teachers and students may engage with the lesson in a meaningful way when the materials are appropriate for their age, culturally sensitive, and linked with the curriculum. This helps them comprehend and remember the material better.

Also, it's impossible to say enough about how important instructional materials are for managing a classroom. In circumstances where discipline, focus, and time management are continual difficulties, the inclusion of well-structured visual aids, routines, and activity-based materials helps build order and rhythm in the learning process. This makes things easier for teachers and creates a more stable and supportive environment for pupils. Collaborative projects, interactive learning technology, and student-created content are just a few examples of how the link between teaching materials and student participation has been strengthened. All of these things provide students the power to take an active role in their education. Students are more likely to be motivated and involved when they can see themselves in the resources they use and have meaningful ways to interact with them.

All of these things, nevertheless, are working toward a bigger goal: better grades. The right use of instructional resources has been proved to improve student results time and time again, whether it's through active-learning modules in Chile, diversified digital content in Italy, or individualized help in rural Colombia. These improvements show up not only in grades and test scores, but also in how confident, curious, and independent students are.

Teachers also say that these materials have a big effect on them. They say they feel more prepared, less worried, and more effective in their teaching responsibilities when they have access to good resources.

In the end, this study makes a very important point: buying instructional resources is more than just putting books and handouts in classrooms. It's about giving instructors tools that help them do their jobs better and motivating students to connect with what they're learning in meaningful and personal ways. As schools change over time, especially in this age of digital transformation and various learning demands, it is becoming more and more important to make sure that teaching resources are not only available but also useful, inclusive, and used in a smart way. That's when we can fully achieve the promise of good education for everyone.

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