

# EDUCATIONAL MANAGEMENT STRATAGEMS AND INSTRUCTIONAL STANDPOINTS OF TEACHERS IN PUBLIC ELEMENTARY SCHOOLS

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## ABSTRACT

This study determined and described the educational management stratagems and instructional standpoints of teachers' in public elementary schools in Mati District, Division of Davao Oriental. This study used the non-experimental quantitative research design utilizing correlational method. The respondents of this study were composed of 131 teachers in public elementary school using the universal sampling. The data analysis utilized the mean, pearson r and regression analysis. The findings disclosed that educational management stratagems of teachers' in public elementary school in terms of planning, organizing, implementing and evaluating was sometimes manifested. Moreover, instructional standpoints of teachers' in public elementary schools in terms of classroom conditions, communication, procedure and expectations were sometimes manifested. It was found out that there was a significant relationship between educational management stratagems and instructional standpoints of teachers' in public elementary schools. It revealed further that the domains of educational management stratagems significantly influence instructional standpoints of teachers of public elementary schools teachers in Mati District, Division of Mati City. It is recommended that school administrators may enhance their educational management strategies by focusing on the areas identified as less frequently manifested. Additionally, targeted professional development may be provided to teachers to improve their instructional standpoints.

*Keywords: Educational management stratagems, instructional standpoints, public elementary schools, teachers*

## 1. INTRODUCTION

One of the persistent problems in school is the quality education which is the most significant factors in modern concepts of educational management stratagems of each individual and society as a whole [1]. The quality of education is not one of the priorities of all institution members instead teachers are looking for the good compensation. A high level of knowledge as well as competences and skills are accepted as basic conditions for active employment and social cohesion [2]. The quality of education is not anymore essential from the aspect of labor market needs and free mobility of workforce outside the school. Due to the present of successful man and rich people who did not finished their studies [3].

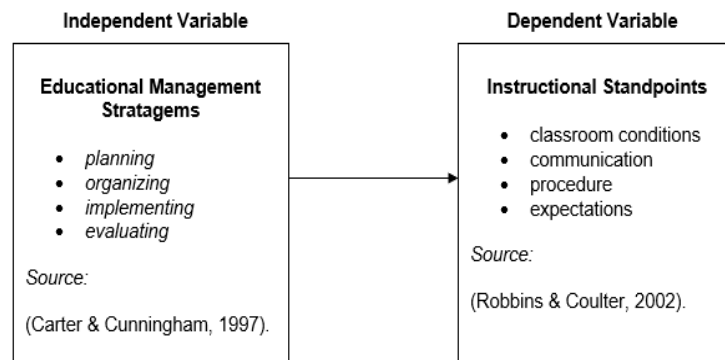
In Tanzania, educational institutions are burdened by cumbersome paperwork and manual processes, making it difficult to maintain records on attendance, fees, admissions, and transport, and to track the information they need. By utilizing educational management strategies, academic processes can be automated to save time and reduce staff workload. It is evident that the need for higher quality education necessitates a change in the existing system for providing and evaluating educational quality [4]. Educational management

strategies currently lack a comprehensive system for quality control that would timely offer valid and relevant information about the effectiveness of the school system, the results of activities, the conditions under which the educational process occurs, and the quality of students' achievements [5].

Educational management stratagems is a process, which basically relies on the professional and expert governance and management processes, should become an integral part of the new organization and market orientation of the institutions in this area, which can lead them to successful achievement of the set goals and the performance of its core business on modern bases. This process of introducing modern management in the field of upbringing, education, scientific research and educational activity is neither simple nor easy, given the lack of tradition, personnel, and appropriate normative-legal regulation [6],

Moreover, there is inadequate knowledge about effective instructional practices and a need for better assessment and ongoing monitoring of adult students' proficiencies, weaknesses, instructional environments, and progress, which might guide instructional planning. Improving Instruction recommends a program of research and innovation to validate, identify the boundaries of, and extend current knowledge to improve instruction for adults and adolescents outside school. The book is a valuable resource for curriculum developers, federal agencies such as the Department of Education, administrators, educators, and funding agencies [7].

The researcher identified the need to conduct this study to assist public elementary school teachers in the Tugbok District of Davao City in evaluating whether educational management strategies and instructional approaches are essential components in academic instruction. The findings of this research could serve as a valuable guide for shaping future administrative policies.



**Figure 1.** Conceptual Framework of the Study

## 2. METHODOLOGY

### 2.1 Research Design

This study employed the non-experimental quantitative research design utilizing correlational method. This method measure the association of variables with varying level of measurement. The term descriptive research refers to the type of research question, design, and data

analysis that applied to a given study [8]. Quantitative research design relates to the design of a research project which uses quantitative research methods. The design varies depending on the method used, which could be telephone interviews, face-to-face interviews, online surveys, or surveys by post for instance. Other methodologies include SMS / Test Message surveys, or physical counts [9]. This method, primarily concerned with finding out what is might be applied to investigate the following questions. This was used to measure the educational management stratagems and instructional standpoints of teachers' in public elementary schools.

## **2.2 Research Respondents**

The respondents of the study were the 131 teachers in educational management stratagems and instructional standpoints of teachers' in public elementary schools. They were selected by using the universal sampling which was all the population of the study were considered as respondents to get the valid and reliable data. The respondents served at least three years in public schools. This study was conducted in the school year 2023-2024.

## **2.3 Research Instrument**

The instruments used in this study were the survey questionnaire on educational management stratagems and instructional standpoints of teachers' in public elementary schools. This instrument was constructed based from relevant studies and literature reviewed. Prior to the administration, the draft of this instrument was tested for face and content validity by the panel of experts in the field of Doctor of Educational Management. Based on their future comments and suggestions, revisions were made.

To test for reliability and validity, the instrument was tried out among 30 teachers in one separate. The instrument found to be highly reliable with a Cronbach's Alpha result .794. The respondents will answer the 40 items questions in a 5 subscales. The scoring used in the following subscales.

## **2.4 Data Gathering Procedure**

The data gathered through the following procedure:

The researcher asked permission and endorsement from the Dean of the Graduate school of Rizal Memorial Colleges for the Superintendent approval. After the approval of the Dean, the researchers requested letter that was submitted to the office of the Schools Division Superintendent. After the approval of the superintendent an endorsement letter was submitted to the School Heads. A letter asked for permission from the school heads was also attached.

After such, a schedule was made for the distribution of the test questionnaires for the pilot testing to find out the reliability and validity of the questionnaire. Hence, the explanation about the study and instruction for the tests was incorporated in the questionnaires after the result of the pilot testing. The survey to all respondents was supervised by the researcher. After which the researcher retrieved all the questionnaire and submitted to the statistician for statistical treatment. After retrieving all the questionnaires, the data was tallied, tabulated, analyzed and interpreted based on the purpose of the study.

## **2.5 Data Analysis**

The statistical tools used for data treatment were the following:

Weighted Mean. This was used to measure the level of educational management stratagems and instructional standpoints of teachers' in public elementary schools.

Product Moment Correlation Coefficient (Pearson  $r$ ). This was used to determine the relationships between the level of educational management stratagems and instructional standpoints of teachers in public elementary schools.

Multiple Regression Analysis. This was used to determine the influence between the educational management stratagems and instructional standpoints of teachers in public elementary schools.

### 3. RESULTS AND DISCUSSION

#### 3.1 Educational Management Stratagems of Teachers

**Table 1.** *Level of Educational Management Stratagems of Teachers*

No.	Statements	Mean ( $\bar{x}$ )	Descriptive Equivalent
1	Planning	3.30	Moderate
2	Organizing	3.31	Moderate
3	Implementing	3.33	Moderate
4	Evaluating	3.36	Moderate
<b>Overall Mean</b>		<b>3.32</b>	Moderate

As reflected in Table 1 is the level of educational management stratagems of teachers in public elementary school in terms of planning, organizing, implementing and evaluating. The mean ratings of this indicator are as follows: planning (3.30) or moderate, organizing (3.31) or moderate, implementing (3.33) or moderate and evaluating (3.36) or moderate.

The overall mean rating of educational management stratagems of teachers in public elementary school in terms of graphic organizer and classroom interactions is 3.32 or moderate. This means that the level of educational management stratagems of teachers in public elementary school is sometimes manifested by the teachers.

This finding supports the study of Walker [10], which observed that a moderate level of educational management strategies among teachers often results in a variable application of these practices. The research indicated that when educational management strategies are applied inconsistently, it reflects a partial integration into teachers' routines. This aligns with the current finding that teachers in public elementary schools utilize educational management strategies to a moderate extent, suggesting that while these practices are present, they are not uniformly or comprehensively implemented.

Additionally, this finding corroborates the work of Scheerens [11], who highlighted that a moderate engagement with educational management strategies can lead to mixed outcomes in school effectiveness. The study noted that while some teachers may integrate these strategies effectively, others may use them intermittently, resulting in uneven impacts on

educational processes. This supports the current observation that a moderate level of educational management strategies implies the need for further development and consistent application to enhance overall instructional and organizational effectiveness.

### 3.2 Instructional Standpoints of Teachers

**Table 2.** *Level of Instructional Standpoints of Teachers*

No.	Statements	Mean ( $\bar{x}$ )	Descriptive Equivalent
1	classroom conditions	3.36	Moderate
2	communication	3.22	Moderate
3	procedure	3.45	High
4	expectations	3.28	Moderate
<b>Overall Mean</b>		<b>3.33</b>	<b>Moderate</b>

As reflected in Table 2 is the level of instructional standpoints of teachers in public elementary schools in terms of classroom conditions, communication, procedure and expectations. The mean ratings of this indicators are as follows: classroom conditions (3.36) or moderate; communication (3.22) or moderate; procedure (3.45) or high and expectations (3.28) or high. The overall mean rating of summary on the level of instructional standpoints of teachers' in public elementary schools in terms of classroom conditions, communication, procedure and expectations is moderate. This means that the level of the level of instructional standpoints of teachers in public elementary schools in terms of classroom conditions, communication, procedure and expectations is sometimes manifested by the teachers.

This finding supports the study of Brown & Green [12], which highlighted that a moderate level of instructional standpoints among teachers often results in varied implementation of teaching methods and strategies. Their research indicated that when teachers apply instructional principles intermittently, it reflects a balance between adhering to established methods and adapting to classroom dynamics. This aligns with the current finding that instructional standpoints are applied at a moderate level, suggesting that while teachers employ certain instructional strategies, their application may lack consistency.

Moreover, this finding also corroborates the work of Cooper [13], who found that a moderate engagement with instructional practices often results in a mixed impact on educational outcomes. Their study emphasized that while some teachers may effectively integrate instructional standpoints, others may do so only sporadically, leading to variability in teaching effectiveness. This further supports the current observation that a moderate level of instructional standpoints implies opportunities for enhancing consistency and effectiveness in teaching practices.

### 3.3 Significant Relationship Between Educational Management stratagems and Instructional Standpoints of Teachers

**Table 3.** *Significant Relationship Between Educational Management stratagems and Instructional Standpoints of Teachers*

Variables	X	Y	Degree of Correlation	p-value	Decision (Ho)
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	r-value		Computed Tabular		
Educational Management stratagems	4.34				
	0.067	High Correlation	3.36	0.000	Rejected
Instructional Standpoints	4.16				

As presented in Table 3 is the significant relationship educational management stratagems and instructional standpoints of teachers in public elementary schools with an overall computed r-value of .067 with equivalent tabular value 0.000 at  $\alpha$  0.05 of significance set in this study. Since the overall computed value is higher than the tabular value. This indicates that the null hypothesis is hereby rejected and it could be stated therefore, that there is a significant relationship between educational management stratagems and instructional standpoints of teachers in public elementary schools. This implies that the higher result of educational management stratagems, the better instructional standpoints of teachers in public elementary schools.

This finding supports the study of Day et al. [14], which demonstrated a significant relationship between educational management strategies and instructional standpoints of teachers in public elementary schools. Their research found that effective implementation of educational management strategies positively influences teachers' instructional approaches, leading to enhanced teaching practices.

Additionally, this finding corroborates the work of Moore [15], who highlighted that educational management strategies and instructional standpoints are interrelated components that significantly impact teaching effectiveness. The study revealed that when teachers effectively employ educational management strategies, it improves their ability to apply instructional methods more consistently and effectively. This supports the current observation that a significant relationship exists between these two aspects, indicating that advancements in educational management can enhance instructional practices and overall educational quality.

### 3.4 The Significant Influence Between Educational Management Stratagems and Instructional Standpoints of Teachers

**Table 4.** *The Significant Influence Between Educational Management Stratagems and Instructional Standpoints of Teachers*

Model	Sum of Squares	Degrees of Freedom	Mean Square	F	Sig
Regression	573.898	3	59.006	.690	0.000
Residual Total	524.331	128	11.5869		
	564.121	131			

Note: Significance when  $P < 0.05$  (2T)

As illustrated in Table 4 is the significance of the influence of educational management Strategies and instructional standpoints of teachers in public elementary schools with an overall computed r-value of 0.148 with equivalent tabular value 0.000 at  $\alpha$  0.05 of significance set in this study. Since the overall computed value is very much higher than the tabular value.

This indicates that the null hypothesis is rejected and it could be stated therefore, that there is a significant influence of educational management strategies and instructional standpoints of teachers in public elementary schools. This implies that the higher the result of educational management strategies of teachers, the better instructional standpoints of teachers of public schools.

The finding that there is a significant influence of educational management strategies on instructional standpoints supports the Transformational Leadership Theory proposed by Bass & Avolio [16]. This theory asserted that transformational leaders inspire and motivate their followers by providing vision and support, which can lead to significant improvements in organizational outcomes. In the context of educational management, this theory suggests that effective educational management strategies can act as a form of transformational leadership. By implementing well-structured management practices, educational leaders can create an environment that enhances teachers' instructional standpoints.

Additionally, the finding is consistent with Instructional Leadership Theory as described by Hallinger [17]. This theory emphasized that the role of instructional leaders is crucial in shaping and improving teaching practices within schools. Instructional leadership involves the use of strategic management practices to directly influence and enhance teachers' instructional standpoints. According to this theory, when educational management strategies are effectively employed, they provide the necessary support and resources for teachers, leading to improved instructional quality.

Moreover, Systems Theory by Bertalanffy [18] offered another relevant framework for understanding this finding. Systems Theory views educational institutions as complex, interconnected systems where different components—such as educational management strategies and instructional standpoints—interact and influence one another. According to this theory, changes or improvements in one component of the system, such as the implementation of educational management strategies, can have a significant impact on other components, including instructional standpoints. The study's finding that educational management strategies significantly influence instructional standpoints supports this theory by illustrating how improvements in management practices can lead to enhanced instructional methods and effectiveness, thus affecting the overall educational system.

#### **4. CONCLUSION**

Based on the findings of the study, the following conclusions are drawn: The results indicate that the level of educational management strategies among teachers in public elementary schools—encompassing planning, organizing, implementing, and evaluating—is moderate. This suggests that these strategies are sometimes manifested in the teachers' practices but not consistently. Furthermore, the results also show that the level of instructional standpoints among teachers in public elementary schools—covering classroom conditions, communication, procedures, and expectations—is moderate and is oftentimes manifested by the teachers. Moreover, the analysis reveals a significant relationship between educational management strategies and instructional standpoints. It implies that higher effectiveness in educational management strategies is associated with improved instructional standpoints among teachers in public elementary schools. Additionally, the domains of educational

management strategies significantly influence instructional standpoints among public elementary school teachers.

## **5. RECOMMENDATIONS**

The study may serve as a foundation for the Department of Education to enhance the educational management strategies in public elementary schools. Specifically, it may guide the development of initiatives that address identified gray areas by offering a more streamlined approach for performance self-evaluation and review. This could emphasize achieving management system objectives and providing better support to school managers.

The school heads may benefit from the study's insights to improve educational management strategies and instructional standpoints. It may inform actions to enhance coordination in executing various activities and tasks, as well as facilitate the sharing of effective practices. This approach may contribute to overall advancements in educational practices.

The teachers may also use the recommendations to refine their instructional practices and support sound educational management strategies. This could involve addressing areas such as learning opportunities, class size, teaching loads, and student engagement. By focusing on these aspects, teachers may foster a more effective and responsive classroom environment.

Finally, the study may provide valuable secondary data for future researchers in the field of educational management and instructional practices. This research could open new avenues for exploration and innovation, offering a platform for new researchers to build upon and develop further insights in the educational domain.

## **CONSENT (WHERE EVER APPLICABLE)**

In conducting this study, informed consent was obtained from all respondents prior to their involvement. Each respondent was provided with detailed information about the study's purpose, procedures, and potential risks, ensuring they were fully aware of their participation. Additionally, confidentiality was strictly maintained throughout the research process. Personal data and responses were anonymized and securely stored, accessible only to authorized personnel. These measures were implemented to protect respondents' privacy and ensure ethical standards were upheld.

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