

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

ABSTRACT

This study investigated the relationship between educational management strategies and instructional practices of teachers in public elementary schools in Mati District, Davao Oriental, Philippines. A correlational research design was employed to examine the data collected from 131 teachers through a quantitative survey. Mean, Pearson r , and regression analysis were utilized to analyze the data. Results indicated that both educational management strategies and instructional practices were moderately manifested among teachers. A significant positive relationship was found between these variables, with specific educational management domains significantly influencing instructional practices. Based on these findings, it is recommended that school administrators enhance their management strategies by addressing areas with lower manifestation levels. Furthermore, targeted professional development programs should be implemented to improve teachers' instructional capabilities.

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

1. INTRODUCTION

One of the persistent problems in schools is the quality of education, which is the most significant factor in modern concepts of educational management stratagems for 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 good compensation. A high level of knowledge, competencies, and skills are accepted as basic conditions for active employment and social cohesion [2]. The quality of education is no longer essential from the perspective of labor market needs and the free mobility of the workforce outside the school. Due to the presence of successful men and rich people who did not finish 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. 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 that basically relies on professional and expert governance and management processes, it 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.

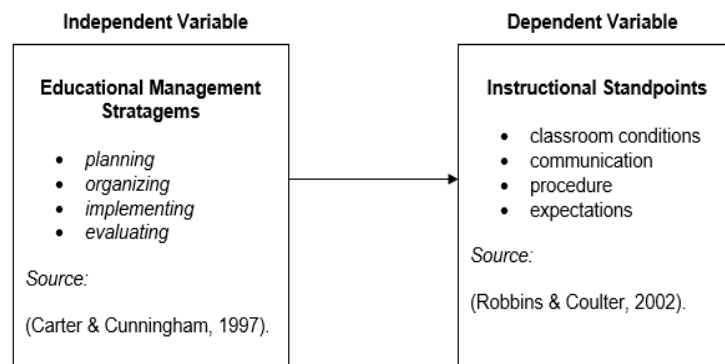


Figure 1. Conceptual Framework of the Study

2. METHODOLOGY

2.1 Research Design

This study employed the non-experimental quantitative research design utilizing the correlational method. This method measures the association of variables with varying levels of measurement. The term descriptive research refers to the type of research question, design, and data analysis that is 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 is primarily concerned with finding out what 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 universal sampling, which means that the entire population of the study was considered as respondents to get 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 on 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-item questions in a 5 subscales. The scoring was used in the following subscales.

2.4 Data Gathering Procedure

The data was gathered through the following procedure:

The researcher asked for permission and endorsement from the Dean of the Graduate School of Rizal Memorial Colleges for the Superintendent's approval. After the approval of the Dean, the researchers requested a 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 asking 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 into the questionnaires after the result of the pilot testing. The researcher supervised the survey of all respondents. After this, the researcher retrieved all the questionnaires and submitted them 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 the 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 |
| | Overall Mean | 3.32 | 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 reflect 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 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 |
| Overall Mean | | 3.33 | Moderate |

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) |
|-----------|---|---|--------------------------|---------|------------------|
|-----------|---|---|--------------------------|---------|------------------|

| | 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 between educational management stratagems and instructional standpoints of teachers in public elementary schools with an overall computed r-value of .067 with an equivalent tabular value 0.000 at α 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, their ability to apply instructional methods more consistently and effectively improves. 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 α 0.05 of significance set in this study. Since the overall computed value is 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 influence and enhance teachers' instructional standpoints directly. 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.

Disclaimer (Artificial intelligence)

Author(s) hereby declare that NO generative AI technologies such as Large Language Models (ChatGPT, COPILOT, etc) and text-to-image generators have been used during writing or editing of manuscripts.

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