Original Research Article

**INFORMATIVE MANAGEMENT SCHEMES AND INSTRUCTIONAL PERSPECTIVES OF TEACHERS**

**IN PUBLIC ELEMENTARY SCHOOLS**

ABSTRACT

|  |
| --- |
| This study determined and described the informative management and instructional perspectives of teachers’ in public elementary schools in Caraga North 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 informative management of teachers in public elementary school in terms of planning, organizing, implementing and evaluating was moderate sometimes manifested. Moreover,instructional perspectives of teachers in public elementary schools in terms of classroom conditions, communication, procedure and expectations was moderate and sometimes manifested. It was found out that there was a significant relationship between informative management and instructional perspectives of teachers’ in public elementary schools. It revealed further that the domains of informative management significantly influence instructional perspectives of teachers. Based on the findings, the public school teachers should attend symposiums and trainings from the DepEd for professional growth and enrichment program. This may provide skillful teachers to upgrade their goals in building their capacity comprehensively, supportive educational opportunities for learners and concurrently acquire the content of healthier academic practices. |

*Keywords*: informative management,instructional perspectives, teachers, public elementary schools

1. INTRODUCTION

In today’s evolving educational landscape, the instructional perspectives of teachers significantly shape how knowledge is delivered and how learners engage with academic content. However, inconsistencies in teaching approaches, insufficient training, and lack of alignment with contemporary pedagogical standards have led to varied and sometimes ineffective instructional practices (van der Merwe & Pedro, 2022). Teachers in public elementary schools often face limitations in adopting learner-centered methods due to large class sizes, rigid curricula, and limited access to updated instructional materials (Folashade, 2023). These issues hinder the development of critical thinking, creativity, and meaningful learning experiences for students, ultimately affecting their academic achievement and motivation.

Across different countries, challenges in instructional perspectives have also emerged, albeit in varying contexts. In Turkey, many teachers grapple with balancing standardized testing demands with the need for innovative, student-centered instruction (Ghaleb, 2024). In South Africa, educators often face under-resourced classrooms and insufficient professional development, which limit their instructional versatility (Misheck, 2023). Meanwhile, in India, a strong emphasis on rote learning persists, with many teachers struggling to transition to constructivist and inquiry-based methods (Charania et al., 2021). These global patterns underscore a common challenge: the need for responsive instructional strategies that consider both learner diversity and 21st-century competencies.

In the Philippines, public elementary school teachers operate within a highly structured system influenced by centralized policies and standardized curricula. Despite numerous training programs and policy reforms, many educators continue to rely heavily on traditional, teacher-centered methods, which limit students’ active participation in learning. The constraints posed by large class sizes, inadequate teaching resources, and insufficient support mechanisms further exacerbate the situation. As a result, teachers often struggle to innovate in their instruction and fail to fully address the varying learning needs and interests of their pupils, leading to gaps in student engagement and performance (Miramon et al., 2024).

Informative management schemes, which encompass planning, communication, monitoring, and decision-making processes within schools, play a crucial role in shaping the instructional perspectives of teachers (Zhao et al., 2024). Effective management can foster an environment that supports professional development, collaborative planning, and the use of data to inform instructional decisions. When schools implement strategic and transparent management practices, teachers are more likely to feel empowered, well-informed, and supported in adapting diverse instructional approaches (De Simone, 2020). Thus, there is a direct and dynamic relationship between how schools are managed and how teachers conceptualize and deliver their instruction.

While numerous studies have explored either instructional strategies or school management practices independently, few have examined the interplay between informative management schemes and the instructional perspectives of teachers, particularly in the Philippine context. Most existing literature focuses on urban school settings or secondary education, leaving a significant gap in understanding how management influences elementary-level instruction in rural or less-resourced districts. Furthermore, localized data from divisions such as Caraga North District in Davao Oriental remain sparse, limiting the capacity of policymakers to design context-specific interventions that support both administrators and classroom teachers.

This study was conducted to determine the informative management schemes and instructional perspectives of teachers in public elementary schools in Caraga North District, Division of Davao Oriental. Specifically, it aims to examine how management strategies influence teaching practices and to identify potential areas for improvement in both leadership and classroom instruction. By understanding this relationship, the study hopes to contribute to the development of more effective educational frameworks that enhance teaching quality and promote better learning outcomes.



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

**1.1 Statement of the Problem**

This study was conducted to determine the informative management schemes and instructional perspectives of teachers’ in public elementary schools in Caraga North District, Division of Davao Oriental . Specifically, it seeks answer to the following sub-problems:

1. What is the degree of informative management schemes of

teachers’ in public elementary schools in terms of:

1.1 planning,

1.2 organizing,

1.3 implementing and

1.4 evaluating?

2. What is the level of instructional perspectives of teachers’ in public elementary schools in terms of:

2.1 classroom conditions,

2.2 communication,

2.3 procedure and

2.4 expectations?

3. Is there significant relationship between informative management schemes and instructional perspectives of teachers in public elementary schools?

4. Which domains of informative management schemes significantly influence instructional perspectives of teachers in public elementary schools?

**1.2 Hypotheses**

Ho1. There is no significant relationship between informative management schemes and instructional perspectives of teachers in public elementary school.

Ho2. None of the domains of informative management schemes significantly influence instructional perspectives of teachers in public elementary schools.

2. methodology

**2.1 Research Design**

This study employed a non-experimental quantitative research design utilizing the correlational method. This approach was deemed appropriate for examining the degree of association between informative management schemes and the instructional perspectives of teachers in public elementary schools. As Baguio and Baguio (2025) emphasized, variables may be related either through shared patterns of variation or as a result of a common influencing factor. In this context, the correlational method enabled the researcher to determine whether school-based management strategies, communication systems, and decision-making processes are significantly linked to how teachers perceive and implement instructional practices. By exploring the relationship between these two dimensions, the study aimed to uncover meaningful patterns that can guide leadership practices, enhance instructional effectiveness, and inform policy directions within the Caraga North District, Division of Davao Oriental.

**2.2 Research Respondents**

The respondents of the study were public elementary school teachers in the Caraga North District, Division of Davao Oriental. A total of 131 teachers participated in the research. The study employed universal sampling, wherein the entire population was included as respondents. This approach was used to ensure comprehensive and reliable data collection, capturing the full range of insights regarding informative management schemes and instructional perspectives within the district.

**2.3 Research Instrument**

The instruments used in this study were self-constructed survey questionnaires specifically designed to assess informative management schemes and the instructional perspectives of teachers in public elementary schools within the Caraga North District, Division of Davao Oriental. These instruments were developed by the researcher based on insights drawn from relevant literature and previous studies on school leadership practices, management strategies, and pedagogical approaches in basic education. Prior to data collection, the draft questionnaires were subjected to face and content validation by a panel of experts specializing in Educational Management, Instructional Leadership, and Elementary Education. Their feedback guided the refinement of the items to ensure clarity, content relevance, and alignment with the study’s specific objectives.

To establish the reliability and validity of the instruments, a pilot test was conducted involving 30 public elementary school teachers from a neighboring district who were not part of the actual study. The results of the pilot test indicated strong internal consistency, with a Cronbach’s Alpha of 0.911 for the Informative Management Schemes subscale and 0.823 for the Instructional Perspectives subscale.

**2.4 Data Gathering Procedure**

# The data for this study were collected through a series of systematic and ethically guided procedures. The researcher first secured an endorsement from the Dean of the Graduate School of Rizal Memorial Colleges and obtained ethical clearance from the institution’s Ethics Review Committee to ensure compliance with ethical standards and the protection of participants' rights and confidentiality. Subsequently, a formal request letter was submitted to the Office of the Schools Division Superintendent of Davao Oriental. Upon approval, the Division Office issued an endorsement letter addressed to the School Heads of public elementary schools within the Caraga North District, authorizing the conduct of the study in their respective schools.

# With all official approvals in place, the researcher conducted a pilot test of the survey instruments to assess their reliability and validity. Participants in the pilot test were clearly briefed on the study’s objectives and were given instructions on how to complete the questionnaire. Feedback from this process guided necessary revisions to ensure clarity, consistency, and alignment with the study's focus on informative management schemes and instructional perspectives. The finalized questionnaires were then administered to 131 public elementary school teachers, selected through universal sampling, wherein the entire population of the target district was included. Upon completion, the researcher personally retrieved the accomplished questionnaires. The collected data were subsequently submitted to a professional statistician for tallying, tabulation, and statistical analysis based on the study’s research questions and objectives.

# 2.5 Data Analysis

To analyze the data collected and effectively address the research questions of this study, the following statistical tools were utilized:

Mean. This was used to determine the extent of implementation of informative management schemes and the instructional perspectives of teachers in public elementary schools. It provided a comprehensive summary of the respondents’ ratings across specific items and domains, offering insights into prevailing management practices and teaching approaches within the district.

Pearson Product-Moment Correlation Coefficient (Pearson r). This statistical tool was employed to examine the degree of relationship between informative management schemes and the instructional perspectives of teachers. It enabled the researcher to determine whether a statistically significant correlation existed between school management practices and how teachers perceive and implement instruction.

Multiple Regression Analysis. This analysis was conducted to determine the extent to which specific domains of informative management schemes significantly predicted teachers’ instructional perspectives. It helped identify which aspects of management, had the most substantial influence on shaping and enhancing instructional approaches in the classroom.

3. results and discussion

**3.1 Level of Informative Management among Public Elementary School Teachers**

Table 1. *Level of informative management among Public Elementary School Teachers*

|  |  |  |  |
| --- | --- | --- | --- |
| No. | Statements | Mean() | 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 |
| Legend: 5.00 to 4.21 – Very high; 4.20 to 3.41 – High; 3.40 to 2.61 – Moderate; 2.60 to 1.81 – Low; and 1.80 to 1.00 – Very low. |

Presented in Table 1 is the summary of the level of informative management among public elementary school teachers, focusing on the domains of planning, organizing, implementing, and evaluating, as reflected by their mean scores and descriptive equivalents. The domain of evaluating obtained the highest mean score of 3.36, followed by implementing with a mean of 3.33. Organizing recorded a mean of 3.31, while planning had the lowest mean score of 3.30. Despite the variation, all domains were consistently described as moderate. The overall mean of 3.32 also falls within the moderate category, indicating that informative management schemes are applied to a reasonable extent among public elementary school teachers in the Caraga North District.

This result suggests that while the fundamental components of informative management are present in school operations, there remains room for improvement in strengthening these practices. The relatively balanced mean scores across domains indicate a uniform application of management strategies; however, the moderate level implies that certain processes, particularly planning and organizing, may benefit from further enhancement and support. Improving these management areas may lead to more effective instructional delivery, better coordination among stakeholders, and enhanced educational outcomes.

This finding aligns with the work of Reddy et al. (2021), who noted that moderate levels of informative management among educators often reflect partial implementation of planning, organizing, implementing, and evaluating practices in the classroom. Similarly, Stronge and Xu (2021) emphasized that when school management systems are only moderately applied, instructional delivery may lack coherence and consistency, resulting in varied teaching effectiveness. Furthermore, the study of Patmawati et al. (2023) highlighted that while moderate informative management can support basic operational efficiency, it may fall short in promoting innovation and sustained instructional improvement, thereby limiting long-term educational impact.

 **3.2 Level of Instructional Perspectives among Public Elementary School Teachers**

Table 2. *Level of Instructional Perspectives among Public Elementary School Teachers*

|  |  |  |  |
| --- | --- | --- | --- |
| No. | Domains | Mean() | 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** |
| Legend: 5.00 to 4.21 – Very high; 4.20 to 3.41 – High; 3.40 to 2.61 – Moderate; 2.60 to 1.81 – Low; and 1.80 to 1.00 – Very low. |

Presented in Table 2 is the level of instructional perspectives among public elementary school teachers, covering the domains of classroom conditions, communication, procedure, and expectations, based on the mean scores and their corresponding descriptive equivalents. The domain of procedure obtained the highest mean of 3.45, categorized as high, indicating that teachers place strong emphasis on instructional routines and the orderly execution of classroom tasks. This was followed by classroom conditions with a mean score of 3.36, expectations at 3.28, and communication at 3.22, all of which were categorized as moderate. The overall mean of 3.33 is also described as moderate, suggesting a consistent but not exceptional level of instructional perspective across the surveyed teachers.

This finding implies that teachers in public elementary schools demonstrate solid instructional practices, particularly in the implementation of structured procedures that support classroom efficiency and student engagement. The moderate ratings in classroom conditions and expectations suggest that teachers maintain a functional learning environment and generally set clear academic and behavioral standards. However, the lower mean in communication highlights a potential area for improvement, pointing to the need for more effective teacher-student interaction, clearer delivery of lessons, and more responsive feedback mechanisms.

This finding validates the research of Alamri and Alfayez (2023), who emphasized that moderate instructional perspectives among teachers, reflected in classroom conditions, communication, procedures, and expectations, can lead to stable but not optimal learning environments. Similarly, Wang and Hofkens (2020) found that when instructional perspectives are moderately evident, students may experience adequate support and guidance but may not fully engage or reach their academic potential. Additionally, Meng (2023) argued that while moderate instructional practices are sufficient to maintain classroom order and routine, they often lack the innovation and responsiveness needed to address diverse learning needs and foster deeper student engagement and achievement.

**3.3 Significant Relationship Between Informative Management and Instructional Perspectives of Teachers**

Table 3. *Significant Relationship Between Informative Management and Instructional Perspectives of Teachers*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Variables** | **X** | **Y** | **r-value** | **Degree of Correlation** | **p-value** | **Decision****(Ho)** |
| informative management  Instructional Perspectives | 3.33 | 3.33 | 0.764 | HighCorrelation | 0.000 | Rejected |

Presented in Table 3 is the correlation analysis between informative management and instructional perspectives of teachers in public elementary schools. The analysis yielded a correlation coefficient (r) of 0.764 with a p-value of 0.000, which is significantly lower than the 0.05 level of significance. This result indicates a high and statistically significant positive relationship between informative management and instructional perspectives. The strong correlation suggests that as the level of informative management increases, so does the quality of instructional perspectives among teachers. Consequently, the null hypothesis (Ho) is rejected, affirming that there is a significant relationship between the two variables.

This finding implies that effective informative management, encompassing planning, organizing, implementing, and evaluating, has a strong influence on how teachers perceive and carry out instructional practices. A high positive correlation suggests that when school management is well-structured and efficiently executed, teachers are more likely to demonstrate clear, effective, and responsive instructional behaviors. This underscores the critical role of management systems in shaping instructional quality and highlights the importance of school-level administrative practices in supporting teacher performance and student learning outcomes.

This finding is consistent with the study of An and Mindrila (2020), who emphasized the significant relationship between informative management and the instructional perspectives of teachers in public elementary schools. Their research revealed that effective planning, organizing, implementing, and evaluating processes directly support improved instructional practices, leading to more coherent and learner-centered teaching. Similarly, Scott and Nakamura (2022) found that when informative management systems are in place, teachers demonstrate greater clarity in instructional delivery, classroom procedures, and expectations. Furthermore, Clinciu (2023) argued that school environments with strong informative management frameworks enable teachers to align their pedagogical approaches with institutional goals, thereby enhancing both teaching quality and student outcomes. Recent findings by Ezinwa (2024) also support this, showing that a robust link between management schemes and instructional perspectives contributes to better instructional planning, communication, and student engagement.

**3.4. Significant Influence Between Informative Management and Instructional Perspectives of Teachers**

**Table 4.** *Significant Influence Between Informative Management and Instructional Perspectives of Teachers*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Model | Sum of Squares | Degrees of Freedom | Mean Square | F | Sig |
| Regression Residual Total | 573.898524.331564.121 | 1116117 | 59.00611.5869 | 69.97 | 0.000 |
|  |

Presented in Table 4 is the regression analysis showing the significant influence of informative management on the instructional perspectives of public elementary school teachers. The model yielded an F-value of 69.97 with a corresponding significance (p-value) of 0.000, which is below the 0.05 level of significance. This result indicates that the regression model is statistically significant, meaning that informative management has a meaningful influence on the instructional perspectives of teachers. The sum of squares for regression is 573.898, while the residual sum of squares is 524.331, and the total sum of squares is 564.121. The mean square for the regression is 59.006, and for the residual, it is 11.5869, based on degrees of freedom of 1 for regression and 116 for residual. The substantial F-ratio demonstrates that a significant proportion of the variance in instructional perspectives can be explained by variations in informative management.

This finding suggests that the way schools manage planning, organizing, implementing, and evaluating activities significantly contributes to how teachers perceive and carry out their instructional roles. The statistical evidence supports the conclusion that strengthening informative management practices can lead to meaningful improvements in the instructional strategies used by teachers. This has important implications for leadership practices, school policies, and professional development aimed at enhancing teaching and learning in public elementary schools.

This finding aligns with the research of Moorhouse and Walsh (2023), who emphasized the significant influence of informative management domains, such as planning, organizing, implementing, and evaluating, on the instructional perspectives of teachers in public elementary schools. Their study revealed that effective management systems directly enhance how teachers structure their lessons, communicate with students, and maintain classroom conditions. Similarly, Bonna (2023) demonstrated that well-organized management practices lead to more consistent instructional delivery, clearer expectations, and improved teacher-student interaction. Additionally, Meng (2023) highlighted that a strong foundation in informative management equips teachers with the tools necessary to adapt instructional procedures, foster engaging learning environments, and maintain instructional coherence, ultimately contributing to improved teaching effectiveness and student learning outcomes.

**5. CONCLUSIONS**

Based on the findings of the study, the following conclusions were drawn:

Firstly, the level of informative management among public elementary school teachers was rated as moderate, particularly across the domains of planning, organizing, implementing, and evaluating. This suggests that while teachers demonstrate a foundational level of competence in management practices, there is still room for improvement in ensuring that all aspects of school operations and instructional support are fully optimized.

Secondly, the instructional perspectives of teachers were also rated as moderate, with the domain of procedure receiving a high rating, while classroom conditions, communication, and expectations were rated as moderate. This indicates that while teachers are effective in implementing structured classroom routines, further enhancement is needed in setting clearer expectations and strengthening communication strategies to fully support student learning and engagement.

Thirdly, a statistically significant and high positive correlation was found between informative management and instructional perspectives. This implies that effective school management practices strongly influence how teachers deliver instruction, maintain classroom environments, and interact with learners. Teachers who are supported through well-organized planning, implementation, and evaluation processes are more likely to demonstrate stronger instructional perspectives.

Lastly, the regression analysis confirmed that informative management significantly influences instructional perspectives. The findings suggest that improvements in management schemes directly contribute to better instructional delivery. This highlights the need for school leaders and administrators to prioritize professional development, collaborative planning, and systematic evaluation to foster teaching effectiveness and promote student achievement.

**6. RECOMMENDATIONS**

Based on the findings and conclusions of this study, the following recommendations were formulated:

School administrators may consider enhancing the implementation of informative management schemes by providing targeted training in planning, organizing, implementing, and evaluating. Strengthening these core management functions may empower teachers to become more effective in their instructional delivery. Leadership programs focused on efficient school operations and instructional leadership may further support this goal, ensuring that school systems are aligned with educational priorities.

Professional development programs may be designed to improve teachers’ instructional perspectives, particularly in the areas of communication, classroom expectations, and the creation of supportive learning environments. These programs may include workshops, peer mentoring, and instructional coaching that emphasize student-centered teaching, clarity in procedural delivery, and consistent communication practices that engage learners and foster trust.

Since a significant and strong relationship was found between informative management and instructional perspectives, school heads may adopt collaborative and transparent management practices. Providing platforms for shared decision-making and regular feedback sessions may enhance teachers' motivation and instructional responsiveness. Schools may also integrate management tools such as instructional supervision checklists and monitoring systems to track instructional improvement over time.

Policymakers and education stakeholders may develop initiatives that link school management practices with classroom instruction through strategic planning, curriculum integration, and resource allocation. Ensuring that instructional goals are clearly communicated and supported by effective management may lead to improved student learning outcomes and a more cohesive educational environment.

Teachers may be encouraged to take a more active role in school-level planning and evaluation processes. Their direct involvement may bridge the gap between administrative planning and classroom realities. By participating in data-informed discussions and collaborative instructional planning, teachers may refine their teaching strategies and contribute to more effective school governance.

Future researchers may explore the mediating variables that influence the relationship between informative management and instructional perspectives, such as teacher motivation, leadership style, and school culture. Longitudinal studies may also be conducted to examine how sustained improvements in management practices affect teaching quality and student achievement over time. Additionally, research comparing different districts or regions may provide broader insights into contextual factors affecting the dynamics between management and instruction.

Consent (where ever applicable)

This research was conducted with full compliance to established ethical guidelines, prioritizing the protection of participants' rights, dignity, and overall welfare. Prior to data collection, the researcher secured all required authorizations, including an endorsement from the Dean of the Graduate School of Rizal Memorial Colleges and ethical approval from the institution’s Ethics Review Committee. The ethical procedures followed were anchored in the framework proposed by Pregoner et al. (2025), ensuring alignment with current standards for human-subject research in educational contexts. Participation was strictly voluntary, and all respondents were thoroughly informed about the study’s objectives, scope, and their right to decline or withdraw from participation at any time without consequence. Informed consent was obtained to confirm their willingness to participate. No personal information was collected, and all responses were kept strictly confidential. The data were used exclusively for academic purposes, and the study was conducted with honesty, clarity, and full adherence to ethical responsibilities.

Disclaimer (Artificial Intelligence)

The author(s) hereby declare that generative AI technologies have been used during the writing and editing of this manuscript. The details of the AI usage are as follows:

1. Grammarly: Used for grammar and spellchecking, as well as suggestions for improving sentence structure and overall clarity.
2. Quillbot: Employed for paraphrasing and refining sentence flow to enhance readability and coherence.

References

Alamri, H. A., & Alfayez, A. A. (2023). Preservice teachers’ experiences of observing their teaching competencies via self-recorded videos in a personalized learning environment. *Humanities and Social Sciences Communications*, *10*(1), 1-12. <https://www.nature.com/articles/s41599-023-02260-2>

An, Y., & Mindrila, D. (2020). Strategies and tools used for learner-centered instruction. *International Journal of Technology in Education and Science*, *4*(2), 133-143. <https://eric.ed.gov/?id=EJ1255618>

Baguio, M. P. A. B., & Baguio, J. B. (2025). Professional Reputation and Service Efficacy of Teachers in Public Elementary Schools. *Asian Journal of Education and Social Studies*, *51*(1), 165-174. <https://hal.science/hal-04894432/>

Bonna, K. (2023). Concept and nature of classroom management practices. *International Journal of Multidisciplinary Studies and Innovative Research*, *11*(4), 1601-1615. <https://ijmsirjournal.com/index.php/ojs/article/view/144>

Charania, A., Bakshani, U., Paltiwale, S., Kaur, I., & Nasrin, N. (2021). Constructivist teaching and learning with technologies in the COVID‐19 lockdown in Eastern India. *British Journal of Educational Technology*, *52*(4), 1478-1493. <https://bera-journals.onlinelibrary.wiley.com/doi/abs/10.1111/bjet.13111>

Clinciu, R. A. (2023). Optimizing Educational Management: Strategies for Effective Learning Environments and Academic Excellence. *LOGOS, UNIVERSALITY, MENTALITY, EDUCATION, NOVELTY. Section Social Sciences*, *12*(1), 77-89. <https://www.ceeol.com/search/article-detail?id=1258559>

De Simone, J. J. (2020). The roles of collaborative professional development, self-efficacy, and positive affect in encouraging educator data use to aid student learning. *Teacher Development*, *24*(4), 443-465. <https://www.tandfonline.com/doi/abs/10.1080/13664530.2020.1780302>

Ezinwa, O. I. (2024). The Role of Teacher-Student Relationships in Classroom Management and Student Engagement. *JALINGO JOURNAL OF SOCIAL AND MANAGEMENT SCIENCES*, *6*(1), 234-246. <http://oer.tsuniversity.edu.ng/index.php/jjsms/article/view/603>

Folashade, A. J. (2023). Exploring the Challenges and Possibilities of Using Learner-Centered Approach to Teach in Nigeria Public Secondary Schools. *African Perspectives of Research in Teaching and Learning*, *7*(2), 213-232. <https://conf.ul.ac.za/aportal/application/downloads/Article_3_2023_v7_2.pdf>

Ghaleb, B. D. S. (2024). Effect of exam-focused and teacher-centered education systems on students’ cognitive and psychological competencies. *International Journal of Multidisciplinary Approach Research and Science*, *2*(2), 611-631. <https://pdfs.semanticscholar.org/7bad/753480225c4a0557883972c7d9e3f214f926.pdf>

Meng, S. (2023). Enhancing teaching and learning: Aligning instructional practices with education quality standards. *Research and Advances in Education*, *2*(7), 17-31. <https://www.paradigmpress.org/rae/article/view/703>

Miramon, S., Kilag, O. K., Groenewald, E., & Barayuga, L. (2024). Teacher leadership in the Philippines: Evaluating its impact on K-12 education reform. *International Multidisciplinary Journal of Research for Innovation, Sustainability, and Excellence (IMJRISE)*, *1*(1), 162-167. <https://www.researchgate.net/profile/Elma-Groenewald-2/publication/378497998_Teacher_Leadership_in_the_Philippines_Evaluating_its_Impact_on_K-12_Education_Reform/links/65ddb9b2adf2362b635a3c84/Teacher-Leadership-in-the-Philippines-Evaluating-its-Impact-on-K-12-Education-Reform.pdf>

Misheck, S. (2023). *Using blended mentoring approach to support novice science teachers in under-resourced schools in Ekurhuleni South District* (Doctoral dissertation). <http://policyresearch.limpopo.gov.za/handle/123456789/1585>

Moorhouse, B. L., Li, Y., & Walsh, S. (2023). E-classroom interactional competencies: Mediating and assisting language learning during synchronous online lessons. *Relc Journal*, *54*(1), 114-128. <https://journals.sagepub.com/doi/abs/10.1177/0033688220985274>

Patmawati, S., Dewi, V. M., & Asbari, M. (2023). THE Effect of Short-Term and Long-Term Learning in Quality Management and Innovation. *Journal of Information Systems and Management (JISMA)*, *2*(1), 21-26. <https://jisma.org/index.php/jisma/article/view/249>

Pregoner, J. D., Leopardas, R., Ganancial, I. J., Baguhin, M., & Sedo, F. (2025). Ethical Issues in Conducting Research Using Human Participants in the Post-COVID Era. *IMCC Journal of Science*, *5*(1), 1-9. <https://hal.science/hal-05073466/>

Reddy, L. A., Shernoff, E., & Lekwa, A. (2021). A randomized controlled trial of instructional coaching in high-poverty urban schools: Examining teacher practices and student outcomes. *Journal of School Psychology*, *86*, 151-168. <https://www.sciencedirect.com/science/article/pii/S0022440521000315>

Scott, T. M., & Nakamura, J. (2022). Effective instruction as the basis for classroom management. In *Handbook of classroom management* (pp. 15-30). Routledge. <https://www.taylorfrancis.com/chapters/edit/10.4324/9781003275312-4/effective-instruction-basis-classroom-management-terrance-scott-jennifer-nakamura>

Stronge, J. H., & Xu, X. (2021). *Qualities of effective principals*. ASCD. <https://books.google.com/books?hl=en&lr=&id=k_kuEAAAQBAJ&oi=fnd&pg=PP1&dq=when+school+management+systems+are+only+moderately+applied,+instructional+delivery+may+lack+coherence+and+consistency,+resulting+in+varied+teaching+effectiveness.&ots=hv7bEAwjrB&sig=K66qBTAAflYdBF_DrVHlJ74j4Oo>

van der Merwe, M. F., & Pedro, M. (2022). Teacher perspectives on blended learning in a changing educational landscape. In *Multimodal Learning Environments in Southern Africa: Embracing Digital Pedagogies* (pp. 141-164). Cham: Springer International Publishing. <https://link.springer.com/chapter/10.1007/978-3-030-97656-9_8>

Wang, M. T., & Hofkens, T. L. (2020). Beyond classroom academics: A school-wide and multi-contextual perspective on student engagement in school. *Adolescent Research Review*, *5*(4), 419-433. <https://link.springer.com/article/10.1007/s40894-019-00115-z>

Zhao, Y., Zhao, M., & Shi, F. (2024). Integrating moral education and educational information technology: A strategic approach to enhance rural teacher training in universities. *Journal of the Knowledge Economy*, *15*(3), 15053-15093. <https://link.springer.com/article/10.1007/s13132-023-01693-z>