Instructional Management Practices Among Public Elementary Schools at Patikul East District, Division of Sulu

Laarni S. Bamuhid[1], Masnona S. Asiri
[1] School of Graduate Studies, Sulu State College, Jolo 7400, Philippines
*Corresponding author: gs@sulustatecollege.edu.ph

ABSTRACT. This study assessed the level of instructional management practices among public elementary school teachers in Patikul District, Division of Sulu. It employed a descriptive research design involving 100 teacher-respondents selected through purposive sampling. Data were analyzed using frequency, percentage score, weighted mean, standard deviation, Pearson's test of correlation, t-test, and ANOVA. The study examined instructional management practices in terms of classroom management, classroom organization and environment, and planning and preparation, alongside respondents' demographic profiles such as age, gender, educational attainment, and civil status. Findings revealed that most respondents were 36 years old and above, predominantly female, married, and holders of bachelor's degrees. Results indicated that instructional management practices across all domains were consistently rated as exceptional, with a 'Strongly Agree' interpretation. Teachers with basic qualifications and those pursuing master's degrees demonstrated better perceptions of classroom organization and environment. In terms of correlation, a high positive significant relationship was found between planning and preparation with both classroom management and classroom organization and environment, while a moderate correlation existed between classroom management and classroom organization and environment. These findings align with Goleman's Emotional Intelligence Theory (1995), which suggests that well-prepared teachers are better able to manage the emotional dynamics of the classroom and respond to students' needs. Likewise, Leithwood and Riehl's Model of Effective School Leadership (2003) emphasizes that planning and preparation serve as catalysts in creating structured and supportive classroom environments. Overall, the study highlights the importance of shared accountability between teachers and students in co-creating effective classroom routines.

KEYWORDS: Instructional Management Practices, Classroom Management, Classroom Organization and Environment, Planning and Preparation, Rural Education

ARTICLE DETAILS
JEAS-00129; Received: March 4, 2026; Accepted: March 23, 2026; Published: April 13, 2026
CITATION:
Bamuhid, Laarni S., Asiri, Masnona S. (2026). Instructional Management Practices Among Public Elementary Schools at Patikul East District, Division of Sulu. Journal of Education and Academic Settings, 3(1). DOI: 10.62596/kmb01544

Introduction

The pursuit of quality basic education remains a central priority of the Philippine government. Building on the K–12 program, efforts since 2018 have focused on strengthening instructional practices at the grassroots level. The Department of Education (DepEd) has implemented initiatives to enhance instructional management by equipping teachers with clear

professional standards, as outlined in the Philippine Professional Standards for Teachers (DepEd Order No. 42, s. 2017).

The education system was significantly disrupted by the COVID-19 pandemic in 2020 (UNESCO, 2020; UNICEF, 2020; World Bank, 2020; Tria, 2020), prompting a rapid shift to remote learning. This transition created major challenges in instructional management, especially in underserved communities with limited technology and connectivity (Asian Development Bank, 2021; Philippine Business for Education, 2021; Cho, 2021). Teachers and school leaders had to adjust instructional strategies, assessments, and communication to ensure learning continuity, as reflected in the DepEd Learning Continuity Plan (DepEd Order No. 12, s. 2020) and documented by United Nations, UNICEF, WHO, & UNESCO (2021), UNICEF (2021), and Cho (2021).

In the post-pandemic context, addressing learning gaps and strengthening teacher capacity has become more urgent. The Department has since launched targeted recovery interventions such as the Catch-Up Fridays program (DepEd Order No. 001, s. 2024). The Patikul East District, Division of Sulu presents unique socioeconomic and cultural conditions, including resource limitations, teacher shortages, and learner diversity that may affect instructional implementation. These challenges are documented in recent reports by UNICEF Philippines (2024) and the World Bank (2023), as well as in peer-reviewed research on pedagogical strategies for disadvantaged learners (Reyes et al., 2018).

Thus, this study examines instructional management practices in public elementary schools in Patikul East District, focusing on strategies, approaches, and challenges to generate insights for improving teaching and learning outcomes. The theoretical framework draws on established international literature on school leadership and instructional management (Hallinger & Heck, 1998; Leithwood, Harris, & Hopkins, 2008; Robinson, Lloyd, & Rowe, 2008; Waters, Marzano, & McNulty, 2003). The findings aim to support improved instructional practice and promote equitable access to quality education regardless of location or socioeconomic background, in line with the Sustainable Development Goals (United Nations, 2015), UNESCO's education agenda (UNESCO, 2022), and the Philippines' national SDG monitoring framework (Philippine Statistics Authority, 2023).

Research Questions

1. What is the demographic profile of the teacher-respondents in terms of:
    1.1. Age;
    1.2. Gender;
    1.3. Educational Attainment; and
    1.4. Civil Status?
2. What is the level of instructional management practices among public elementary school teachers at Patikul East District, Division of Sulu as to:
    2.1. Classroom Management;
    2.2. Classroom Organization and Environment; and
    2.3. Planning and Preparation?
3. Is there a significant difference in the level of instructional management practices among public elementary school teachers at Patikul East District when data are classified according to their demographic profile in terms of:
    3.1. Age;
    3.2. Gender;
    3.3. Educational Attainment; and

3.4. Civil Status?

4. Is there a significant correlation among the subcategories subsumed under instructional management practices?

Literature

Instructional Leadership and School Management

Instructional management is significantly shaped by school leadership, especially the roles of administrators in curriculum oversight, teacher assistance, and student evaluation. Louis et al. (2010) asserted that proactive instructional leadership and continuous teacher support augment school success, whereas Bryk et al. (2009) underscored the significance of relational trust among administrators, teachers, and parents for school enhancement. In the Philippine setting, leadership practices encompass supervision, curriculum implementation, and learner monitoring; yet, deficiencies in teacher competency assessment persist (Spillane, 2006; Aureada, 2021). Research indicates that transformational and democratic leadership styles correlate with increased teacher motivation and enhanced school performance, particularly in rural environments (Caballero & Bantulo, 2025; Tambis et al., 2025). However, effectiveness remains influenced by contextual elements such as available resources and teacher involvement (Manzano & Illescas, 2023). Similarly, organized discipline, repetitive tasks, and uniform instructional routines improve student involvement and academic achievement (Chavez et al., 2025).

Teacher Practices, Instructional Strategies, and Development

Educators are pivotal in instructional management via classroom tactics, evaluation, and student engagement. Studies indicate that differentiated instruction, inquiry-based learning, and formative assessment enhance accomplishment and engagement (Nery-Cura & De Guzman, 2018; Bibon, 2022; Hattie, 2009). Likewise, active learning methodologies like flipped classrooms and collaborative activities augment engagement by fostering involvement and significant learning experiences (Legarde et al., 2025). Assessment techniques necessitate ongoing modification through practical and skill-driven methods that guarantee fairness, quality, and academic integrity, highlighting the imperative for enhanced instructor proficiency in assessment execution (Chavez & Lamorinas, 2023). Effective classroom management fosters positive student conduct and enhances academic outcomes (Mahinay et al., 2025).

Instructional management is enhanced when educators promote student motivation by autonomy-supportive strategies, strong teacher-student connections, and ongoing professional development, despite the frequent discrepancies between intended and actual classroom practices (Ang et al., 2025). Professional development initiatives, including LAC sessions, mentorship, and training, enhance instructional competencies and facilitate student-centered pedagogy (Balagtas et al., 2018; Oracion et al., 2020). Similarly, ongoing and context-sensitive faculty development facilitated by school leaders enhances instructional efficacy (Ang et al., 2025), although constraints in training, resources, and inquiry-based materials continue to impede implementation (Gutierez, 2015; De Leon et al., 2024).

Contextual Challenges and Research Gap

Contextual factors, such as resource availability, access to technology, and community engagement, influence instructional management. Rural and geographically isolated schools encounter difficulties such as inadequate learning resources, insufficient ICT integration, and obstacles in teacher retention (Calatayud, 2025; Que, 2021; Salazar & Plaza, 2025). Structured learning frameworks for community participation have demonstrated improvements in both student and teacher performance, thereby enhancing instructional quality (Villaluz et al., 2018).

Despite these findings, there is an absence of localized research examining instructional management methods in Patikul East District, specifically regarding the interplay between leadership, teaching methodologies, and contextual limitations in elementary schools.

Methodology

1. Research Design

This study employed a quantitative descriptive-correlational research design to determine the instructional management practices among public elementary schools in Patikul East District, Division of Sulu, and their relationship with teaching quality and student academic performance. The descriptive component identified the extent of instructional management practices, while the correlational component examined the relationships among the variables.

2. Participants and Sampling

The respondents were 100 selected teachers from 14 public elementary schools in Patikul East District, Division of Sulu. Purposive sampling was used to select teachers who were considered knowledgeable and directly involved in instructional management practices, ensuring the relevance and reliability of the data gathered. These respondents were chosen due to their roles in planning, organizing, supervising, and evaluating instructional activities. Ethical considerations were observed through secured permissions, voluntary participation, informed consent, and strict confidentiality of responses.

Table 1. Distribution of Respondents by School

Indanan South District School	Number Of Respondents
1. Anuling Elementary School	9
2. Mudjunun Elementary School	10
3. Danag Elementary School	5
4. Latih Elementary School	5
5. Sahipa Elementary School	5
6. Hji. Gafur Elementary School	9
7. Tugas Elementary School	5
8. Darayan Elementary School	5
9. Kantatang Elementary School	5
10. Asimal Elementary School	5
11. Amman Elementary School	5
12. Ahajani Elementary School	5
13. Kawmpang Elementary School	15
14. Godinez Elementary School	12
Total:	**100**

3. Instruments

Data were gathered using a structured questionnaire adapted from validated instrument by Leithwood & Riehl (2003), aligned with related literature on instructional management. The questionnaire consisted of two parts: the first gathered respondents' demographic profile, while the second contained 30 items measuring instructional management practices in terms of classroom management, classroom organization and environment, and planning and preparation. Responses were rated using a 5-point Likert scale ranging from strongly disagree (1) to strongly agree (5). The instrument was reviewed by two experts from the graduate school to ensure clarity and appropriateness.

4. Data Collection Procedure

A formal request was secured from the Dean of Graduate Studies, followed by permission from the Schools Division Superintendent, district supervisor, and the principals of the 14 schools.

The researcher personally distributed and retrieved the questionnaires from the selected respondents. Completed responses were collected, checked for completeness, coded accordingly, and prepared for statistical analysis with the assistance of a statistician.

5. Data Analysis

Data were analyzed using appropriate statistical tools based on the research problems. Frequency counts and percentages were used to describe respondents' demographic profiles. Mean and standard deviation were used to determine the level of instructional management practices. Independent samples t-test was applied to test differences when grouped according to gender, while One-Way ANOVA was used for age, civil status, and educational attainment. Pearson Product-Moment Correlation Coefficient was used to determine relationships among the subcomponents of instructional management practices.

Results

1. Demographic Characteristics of the Respondents

The demographic profile of the teacher-respondents (N = 100) shows that most are aged 31 years and above (71%), followed by 26–30 years (28%), and 25 years and below (1%). The respondents are predominantly female (91%) compared to males (9%). In terms of educational attainment, most are bachelor's degree holders (78%), followed by those with master's units (16%) and master's degree holders (8%), with no doctorate-level qualifications reported. As to civil status, most are married (69%), followed by single (27%), and widowed/separated (4%). Overall, the data indicate a largely mature, female-dominated, bachelor's-level teaching workforce, most of whom are married.

Table 2: Demographic Profile of the Respondents

Demographic Variable	Number of Respondents (n=100)	Percentage (%)
Age		
25 years old and below	1	1%
26 to 30 years old	28	28%
31 years old and above	71	71%
Gender		
Male	9	9%
Female	91	91%
Educational Attainment		
Bachelor's Degree	76	76%
With Master's Units	16	16%
Master's Degree	8	8%
With Doctorate Units	0	0%
Doctorate Degree	0	0%
Civil Status		
Single	27	27%
Married	69	69%
Widowed/Separated	4	4%

2. Level of Instructional Management Practices among Teachers

Overall, the teacher-respondents demonstrated a very high level of instructional management practices across all domains, with all indicators rated as "Strongly Agree." In terms of Classroom Management (M = 4.644, SD = .34883), teachers reported strong practices such as establishing clear and consistent rules (M = 4.76, SD = .42923), giving clear instructions (M = 4.68, SD = .46553), and promoting student responsibility (M = 4.68, SD = .46883). For Classroom

Organization and Environment (M = 4.678, SD = .29969), highest ratings were noted in arranging seating for interaction, setting rules and routines, and designating learning areas (all M = 4.78). Meanwhile, Planning and Preparation obtained a similarly high composite mean (M = 4.680, SD = .31846), highlighted by reviewing previous lessons (M = 4.82, SD = .38612), consulting curriculum guides (M = 4.80, SD = .40202), and preparing detailed lesson plans (M = 4.74, SD = .44084).

Table 3: Level of Instructional Management Practices Among Public Elementary School Teachers in Patikul East District, Division of Sulu

Statements	Mean	Standard Deviation (S.D.)	Descriptive Interpretation
Classroom Management	**4.644**	**.34883**	**Strongly Agree**
1. I establish clean and consistent rules to guide student behavior.	4.76	.42923	Strongly Agree
2. I apply consequences fairly and consistently when rules are broken	4.58	.53522	Strongly Agree
3. I use praise and rewards effectively to motivate my students	4.66	.48610	Strongly Agree
4. I effectively resolve conflicts that arise in the classroom	4.56	.53786	Strongly Agree
5. I am able to maintain student's focus and attention during lessons.	4.62	.48783	Strongly Agree
6. I organize classroom activities to minimizing disruptions.	4.58	.49604	Strongly Agree
7. I provide clean instruction that help students understand what is expected.	4.68	.44553	Strongly Agree
8. I foster a positive and respectful classroom climate.	4.66	.47610	Strongly Agree
9. I respond promptly and appropriately to disruptive behavior	4.66	.47699	Strongly Agree
10. I encourage students to take responsibility for their actions.	4.68	.46883	Strongly Agree
Classroom Organization and Environment	**4.678**	**.29969**	**Strongly Agree**
1. I arrange classroom seating to promote student interaction.	4.78	.41633	Strongly Agree
2. I maintain a clean and orderly classroom environment.	4.68	.46583	Strongly Agree
3. I display learning materials and student work to enhance motivation.	4.60	.49237	Strongly Agree
4. I establish clear classroom rules and routines at the beginning of the school year.	4.78	.46123	Strongly Agree
5. I create designate areas for specific learning activities.	4.78	.41033	Strongly Agree
6. I ensure sufficient lighting and ventilation in the classroom.	4.36	.84710	Agree
7. I arrange instructional materials for easy accessibility.	4.68	.46883	Strongly Agree
8. I encourage student responsibility for maintaining classroom order.	4.72	.45126	Strongly Agree
9. I use classroom displays to support instructional objectives	4.66	.47610	Strongly Agree
10. I periodically organize the classroom to keep the environment stimulating.	4.74	.44084	Strongly Agree
Planning and Preparation	**4.781**	**.17038**	**Strongly Agree**
1. I prepare detailed lesson plan before each class	4.74	.44084	Strongly Agree
2. I align my lesson objectives with the prescribed curriculum	4.64	.48242	Strongly Agree
3. I gathered necessary instructional materials prior to teaching	4.64	.48489	Strongly Agree
4. I customize lesson plan to cater to the diverse needs of students	4.60	.56854	Strongly Agree
5. I allocate sufficient time for each lesson activity during planning	4.64	.40994	Strongly Agree
6. I plan for various teaching methods to effectively deliver lesson	4.64	.55994	Strongly Agree
7. I prepare assessment tools to evaluate student learning in advance	4.62	.56461	Strongly Agree
8. I review previous lesson outcomes to improve future	4.82	.38612	Strongly Agree
9. I incorporate instructional technology and resources during planning	4.66	.47610	Strongly Agree
10. I consult curricular guide and reference materials during my planning	4.80	.40202	Strongly Agree

Legend: (5) 4.50 – 5.00=Strongly Agree; (4) 3.50 – 4.49=Agree; (3) 2.50 – 3.49=Neutral; (2)1.50 – 2.49=Disagree; (1)1.00 – 1.49=Strongly Disagree

3. Differences in Instructional Management Practices Based on Demographic Profile

Results of t-tests and ANOVA showed no significant differences in instructional management practices when grouped according to age, gender, and civil status ($p > 0.05$), indicating that teachers share similar perceptions regardless of these variables; thus, the null hypotheses for these categories are accepted. However, a significant difference was found in terms of educational attainment ($p < 0.05$), leading to rejection of its null hypothesis.

Post-hoc analysis (Tukey HSD) revealed significant differences in classroom organization and environment, where bachelor's degree holders (MD = −.34079, p = .005) and those with master's units (MD = −.43125, p = .002) differed significantly from master's degree holders. No significant differences were found in planning and preparation. Overall, instructional management practices were largely consistent across demographics, except for variations linked to educational attainment in one domain.

Table 4: Differences in the Level of Instructional Management Practices Among Public Elementary School Teachers in Patikul East District, Division of Sulu Based on Demographic Profile

Demographic Grouping	Domains	Test Statistic (t / F)	p-value (Sig.)	Description
Age				
	Classroom Management	.487	.616	Not Significant
	Classroom Organization and Environment	1.743	.181	Not Significant
	Planning and Preparation	1.196	.307	Not Significant
Gender				
	Classroom Management	.804	.423	Not Significant
	Classroom Organization and Environment	1.644	.103	Not Significant
	Planning and Preparation	-.459	.647	Not Significant
Educational Attainment				
	Classroom Management	1.188	.309	Not Significant
	Classroom Organization and Environment	6.450	.002	Significant
	Planning and Preparation	1.609	.205	Significant
Civil Status				
	Classroom Management	1.241	.294	Not Significant
	Classroom Organization and Environment	.582	.561	Not Significant
	Planning and Preparation	2.227	.113	Not Significant

**Significance at alpha 0.05*

4. Correlational Analysis Among Sub-Categories of Instructional Management Practices

Pearson Product-Moment Correlation was used to determine the relationship among the sub-categories of instructional management practices. As shown in Table 4.1, all variables exhibited significant positive correlations (p = .000). Classroom management showed a high positive correlation with planning and preparation (r = .544) and with classroom organization and environment (r = .471). Likewise, classroom organization and environment were highly correlated with planning and preparation (r = .539).

Overall, the results indicate that all domains are significantly interrelated, with planning and preparation strongly linked to both classroom management and classroom organization and environment, suggesting that effective preparation supports classroom implementation and structure. Meanwhile, the moderate correlation between classroom management and classroom

organization and environment reflects their complementary roles in instructional delivery. Thus, the hypothesis stating no significant correlation among the sub-categories is rejected.

Table 5. Correlation Among the Sub-Categories of Instructional Management Practices

Variables	Pearson *r*	Sig.	N	Description
Classroom Management				
Classroom Organization and Environment	.471**	.000	100	Moderate Correlation
Planning and Preparation	.544**	.000	100	High Correlation
Classroom Organization and Environment				
Planning and Preparation	.539**	.000	100	High Correlation

** *Correlation Coefficient is significant at alpha .01 level*

Discussion

The assessment of teacher-respondents in Patikul East District shows a workforce largely composed of mid-to-late career professionals, predominantly female, married, and mostly holding bachelor's degrees. This indicates a stable, community-rooted teaching force, though generally operating with foundational rather than advanced academic qualifications.

Instructional management practices in the district are consistently rated at an exceptionally high level across all domains. Planning and preparation emerged as the strongest practice, reflecting a strong emphasis on structured and curriculum-aligned instruction. This is followed by classroom organization and environment, indicating well-maintained, learner-centered classrooms. Although classroom management received the lowest rating, it still reflects a very high level of practice, suggesting effective discipline and student engagement.

In terms of differences, age, gender, and civil status do not significantly influence instructional management practices, indicating uniform implementation across these groups. However, educational attainment shows a significant difference, particularly in classroom organization and environment, where teachers with bachelor's degrees and those with master's units reported higher perceptions compared to those with full master's degrees.

Finally, correlational analysis reveals that instructional management domains are significantly interrelated. Planning and preparation strongly correlate with both classroom management and classroom organization and environment, indicating that effective planning underpins overall instructional effectiveness. Likewise, the moderate correlation between classroom management and classroom organization and environment suggests that these practices function as interconnected components that collectively support effective instructional delivery.

Conclusion

The results reveal that public elementary school teachers in Patikul East District form a generally steady workforce, primarily consisting of married female educators aged 36 and older, the majority of whom possess basic academic skills. Instructional management techniques are regularly evaluated at an unusually high level across all areas, especially in planning and preparation, indicating a culture of professional competence, organized instructional delivery, and supportive classroom environments.

The results indicate that instructional management methods do not significantly differ based on age, gender, or civil status; nevertheless, educational attainment has a significant impact on views of classroom organization and environment. The strong correlation between planning and preparation and classroom management underscores that effective instructional delivery relies on intentional preparation, emotional responsiveness, and organized classroom systems, in

alignment with Goleman's Emotional Intelligence Theory and Leithwood and Riehl's Model of Effective School Leadership.

These findings underscore the necessity to enhance professional development activities within the district. School administrators can contemplate formalizing graduate study assistance and reward programs to motivate instructors with bachelor's degrees to seek additional education. Educators are urged to implement collaborative and student-centered classroom management techniques via shared accountability and peer observation approaches that foster emotional intelligence in instruction. Future researchers may enhance this study by using student performance metrics and standardized assessment findings to more effectively analyze the correlation between instructional management strategies and learner outcomes in the Division of Sulu.

(Disclaimer: While artificial intelligence (AI) was used for language enhancement, all concepts that were generated are entirely original.)

References

Ang, J. V., Berry, E. B., Chavez, J. V., Calzada, K. P. D., Polestina, M. a. M., Asiri, M. S., Marquina, R. L., Macabago, J. M., & Paringit, S. C., Jr. (2025). How academic leaders induce motivation and productivity among faculty through faculty development management. Environment and Social Psychology, 10(8). https://doi.org/10.59429/esp.v10i8.3913

Ang, J. V., Corpin, F. J., Supremo, M. E., Jr, Ralar, T. J. T., & Tonalete, A. L. (2025). Are we reaching 21st century learners status? Aspirations and realities for motivating and engaging classrooms. Environment and Social Psychology, 10(5). https://doi.org/10.59429/esp.v10i5.3270

Asian Development Bank. (2021). COVID-19 and Education in Asia and the Pacific: Policy Guidance and Country Cases.

Aureada, J. J. (2021). The instructional leadership practices of school heads. International Journal of Educational Management and Development Studies, 1(1), 75–89. https://doi.org/10.53378/346106

Balagtas, M.U., Ngo, D.C., Garcia, D.C., & Albaran, C.A. (2018). Effectiveness of a University-Industry Blended Training Program on Educational Assessment for Teachers and Leaders.

Bibon, M. B. (2022). Teachers' instructional practices and learners' academic achievement in science. Contemporary Mathematics and Science Education, 3(1), ep22007. https://doi.org/10.30935/conmaths/11816

Bryk, A. S., Sebring, P. B., Allensworth, E., Easton, J. Q., & Luppescu, S. (2009). Organizing schools for improvement. https://doi.org/10.7208/chicago/9780226078014.001.0001

Caballero, J. R. D., & Bantulo, J. S. (2025). PRINCIPALS' SCHOOL MANAGEMENT STYLES AND MOTIVATIONS OF TEACHERS TOWARD SCHOOL PERFORMANCE. European Journal of Education Studies, 12(5). https://doi.org/10.46827/ejes.v12i5.5937

Calatayud, F. (2025). Bridging the digital divide: ICT Integration in the Public Secondary School Classrooms in San Mariano, Isabela. Pantao, International Journal of the Humanities and Social Sciences, 4(3). https://doi.org/10.69651/pijhss0403380

Chavez, J. V., Quinto, J. B., Samilo, P. J. E., Cabiles, N. V. A., Cuilan, J. T., Miralles, A. C., Suazo, M. L. S. A., Salvaleon, R. G., Samarca, A. Y., & Cruz, J. L. (2025). Intentional learning styles and practices of parents towards their children: Strengthening discipline for language learning. Environment and Social Psychology, 10(8), ESP-3830. https://doi.org/10.59429/esp.v10i8.3830

Chavez, J., & Lamorinas, D. D. (2023). Reconfiguring assessment practices and strategies in online education during the pandemic. International Journal of Assessment Tools in Education, 10(1), 160-174. https://doi.org/10.21449/ijate.1094589

Cho, Y. (2021). Philippine Basic Education System: Strengthening Effective Learning During the COVID-19 Pandemic and Beyond. World Bank.

De Leon, A., Jumalon, R., Chavez, J., Kairan, M., Abbas, K., Radjuni, A., Kadil, H., Sahirul, J., Tantalie, E., Hussin, A., Amlih, M., & Albani, S. (2024). Analysis on the implementation of inclusive classroom: perception on compliances and obstructions of selected public-school teachers. Environment and Social Psychology, 9(9). https://doi.org/10.59429/esp.v9i9.2537

Department of Education. (2017). National Adoption and Implementation of the Philippine Professional Standards for Teachers (DepEd Order No. 42, s. 2017).

Department of Education. (2020). Adoption of the Basic Education Learning Continuity Plan for School Year 2020-2021 in Light of the COVID-19 Public Health Emergency (DepEd Order No. 12, s. 2020).

Department of Education. (2024). Implementation of Catch-Up Fridays (DepEd Memorandum No. 001, s. 2024). https://www.deped.gov.ph/2024/01/10/january-10-2024-dm-001-s-2024-implementation-of-catch-up-fridays/

Goleman, D. P. (1995). Emotional intelligence: Why it can matter more than IQ for character, health and lifelong achievement. New York: Bantam Books.

Gutierez, S.B. (2015). Collaborative Professional Learning through Lesson Study: Identifying the Challenges of Inquiry-Based Teaching. Issues in Educational Research, 25, 118-134.

Hallinger, P., & Heck, R. H. (1998). Exploring the principal's contribution to school effectiveness: 1980-1995∗. School Effectiveness and School Improvement, 9(2), 157–191. https://doi.org/10.1080/0924345980090203

Hattie, J. (2009). Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement. Routledge. https://doi.org/10.4324/9780203887332

Legarde, M. a. A., Del Mundo, M., Chavez, J. V., Jailani, A. B., Calzada, K. P. D., Quisay, A. R. C., & Piñero-Abdurajak, K. P. (2025). Empowering learning engagement in higher education with active learning experiences in STEM classrooms. Environment and Social Psychology, 10(9). https://doi.org/10.59429/esp.v10i9.3878

Leithwood, K., Harris, A., & Hopkins, D. (2008). Seven Strong Claims about Successful School Leadership. School Leadership and Management, 28, 27-42. https://doi.org/10.1080/13632430701800060

Leithwood, K.A. and Riehl, C. (2003) What We Know about Successful School Leadership. National College for School Leadership, Nottingham.

Louis, K. S., Leithwood, K., Wahlstrom, K., & Anderson, S. (2010). Learning from Leadership: Investigating the Links to Improved Student Learning. New York: The Wallace Foundation.

Mahinay, R. B., Manla, E., & Baylon, C. (2025). School-Based Management Practices and Academic Performance: Evidence from Philippine Schools. International Journal for Multidisciplinary Research, 7(1). https://doi.org/10.36948/ijfmr.2025.v07i01.36693

Manzano, G. D., & Illescas, C. M. (2023). Challenges and Practices of School-Based Management in Public Elementary School heads in the division of Palawan. Zenodo (CERN European Organization for Nuclear Research). https://doi.org/10.5281/zenodo.8286787

Nery-Cura, M. L. S., & De Guzman, A. B. (2018). A Portrait of rhizomatic Teaching in Philippine Secondary history Classrooms: An Interpretative study. The Normal Lights, 12(1). https://doi.org/10.56278/tnl.v12i1.766

Oracion, C., Naidu, V. L., Ng, J., & Reyes, V., Jr. (2020). Advancing the K-12 Reform from the Ground: A Case Study: Certificate in Educational Studies in Leadership in the Philippines. https://doi.org/10.22617/wps200105

Philippine Business for Education. (2021). PBEd statement on the worsening learning crisis in the Philippines. https://pbed.ph

Philippine Statistics Authority. (2023). 2023 SDG Watch based on the refined list of the Philippine SDG indicators. https://psa.gov.ph/content/2023-sdg-watch-based-refined-list-philippine-sdg-indicators-0

Que, E. N. (2021). Sustaining successful ICT integration in remote rural schools. Pertanika Journal of Social Science & Humanities, 29(3). https://doi.org/10.47836/pjssh.29.3.02

Reyes, W. S., Rungduin, T. T., David, A. P., & Bayten, E. O. (2018). A model of pedagogical strategies for low-income students in the Philippines. Issues in Educational Research, 28(4), 1009–1023. https://www.iier.org.au/iier28/reyes.pdf

Robinson, V. M. J., Lloyd, C. A., & Rowe, K. J. (2008). The Impact of Leadership on Student Outcomes: An Analysis of the Differential Effects of Leadership Types. Educational Administration Quarterly, 44, 635-674. http://dx.doi.org/10.1177/0013161X08321509

Salazar, E. C., & Plaza, C. O. (2025). Voices of Far-Flung Areas: Experiences of the teacher. Randwick International of Education and Linguistics Science Journal, 6(2), 461–478. https://doi.org/10.47175/rielsj.v6i2.1177

Spillane, J. P. (2006). Distributed leadership. Jossey-Bass.

Tambis, D. J. E., Sinagpulo, J., Veruen, J., Palconit, M., & Gayrama, I. (2025). Instructional leadership among elementary school heads: Examining the relationships of demographic profiles, leadership practices and associated challenges. CTU Journal of Innovation and Sustainable Development, 17(3), 74–87. https://doi.org/10.22144/ctujoisd.2025.065

Tria, J. Z. (2020). The COVID-19 Pandemic through the Lens of Education in the Philippines: The New Normal. International Journal of Professional Development Learners and Learning, 1(1), ep2001. https://doi.org/10.30935/ijpdll/8311

UNESCO. (2020). COVID-19 Education Response: Preparing the Reopening of Schools.

UNESCO. (2022). Global Education Monitoring Report 2022: Gender Report.

UNICEF Philippines. (2020). For the Future of Every Filipino Child: Annual Report 2020.

UNICEF Philippines. (2021). UNICEF Philippines Achievements in 2021.

UNICEF Philippines. (2024). UNICEF Philippines Country Programme 2024-2028.

United Nations, UNICEF, WHO, & UNESCO. (2021, November 15). UN, UNICEF, WHO and UNESCO welcome the start of limited in-person schooling in the Philippines. UNICEF Philippines. https://www.unicef.org/philippines/press-releases/un-unicef-who-and-unesco-welcome-start-limited-person-schooling-philippines

United Nations. (2015). Transforming our world: The 2030 Agenda for Sustainable Development. https://sdgs.un.org/2030agenda

Villaluz, G., Malonjao, M., Trinidad, C., & Bojos, M. (2018). Community engagement in teaching-learning: A pathway to quality education. ASEAN Journal of Community Engagement, 2(2), 239. https://doi.org/10.7454/ajce.v2i2.133

Waters, T., Marzano, R. J., & McNulty, B. (2003). Balanced Leadership: What 30 Years of Research Tells Us about the Effect of Leadership on Student Achievement. Aurora, CO: Mid-Continent Research for Education and Learning.

World Bank. (2020). Philippine Basic Education System: Strengthening Effective Learning During the COVID-19 Pandemic and Beyond.

World Bank. (2023). Strengthening Early Childhood Education in the Philippines.