



# PEDAGOGICAL MANAGEMENT STRATEGIES OF TEACHERS AND STUDENTS' LEARNING AUTONOMY IN MAASIM 2 DISTRICT, SARANGANI PROVINCE

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## ABSTRACT

*In this study pedagogical management strategies of teachers is a measure expected to improve the students' learning autonomy. In this study, the researcher selected the 222 junior high school students in Maasim 2 District, Maasim Sarangani Province as the respondents of the study. Stratified random sampling technique was utilized in the selection of the respondents. Non-experimental quantitative research design using descriptive-correlational method was employed. The data collected were subjected on the following statistical tools: Mean, Pearson Moment Product Correlation and multiple linear regression analysis. Findings revealed that pedagogical management strategies of teachers was rated as extensive, while, students' learning autonomy in Maasim 2 District, Maasim Sarangani Province was described as moderately extensive. Further, correlation analysis demonstrated that there is a significant relationship between pedagogical management strategies of teachers and students' learning autonomy in Maasim 2 District, Maasim Sarangani Province. Evidently, regression analysis proved that pedagogical management strategies of teachers in terms of maintaining positive classroom; encouraging intellectually competitive environment; and respect in individual differences were significant predictors of students' learning autonomy. The study, therefore, conducted for further utilization of findings through publication in reputable research journal.*

**KEYWORDS:** Educational management, pedagogical management strategies of teachers, students' learning

## INTRODUCTION

A crucial component of learning is developing independence, and how well schoolchildren manage their own learning has an impact on their academic progress. Under the umbrella of "self-regulated learning," the abilities required for self-regulation in academic environments, such as schools, have been researched (SRL). Independent learners take an active role in setting goals, selecting appropriate strategies, scheduling their time, prioritizing materials and information, and changing their approach as needed. They also keep track of their progress by asking for feedback on how they performed and making the necessary adjustments for upcoming learning activities. So, the purpose of this study was to investigate how teachers' learning management strategies affected students' learning independence.

Some studies denoted that students with independent learning skills perform better academically (Francis et al., 2018). Independent and self-directed learners are said to be active in the lesson in meaningful ways through involvement in classroom activities, teamwork with teachers and students, and personal reflection on learning, according to Attard (2013). Similar to this, autonomous learners would look for activities within or outside the classroom that would help them succeed in their learning, according to Ayub et al. (2016). More independent learners will learn more, retain more information, and store more knowledge in their brains than less independent learners (Kim et al., 2015).

On one hand, Raba (2017) noted that effective learning management strategies results in independent- learning, thinking, collaboration and regulation-skills. Also, Le et al. (2017) highlighted that learning management strategies can result in using the most beneficial kind of knowledge which in turns will achieve good and fruitful learning outcomes. Effective learning management practices communicate high expectations, teachers communicate high expectations for students' performance by giving them challenging assignments. Adding more, Millis (2014) pointed out that effective learning management strategies manifest student-centered classroom management approach. In a



student-centered learning environment the teacher gets to know her/his students, share their ideas and their management approaches allow them and their pupil to see one another as people.

Earlier researches demonstrated that there is a connection between teachers' learning management strategies and students' learning independence. For instance, Wegner et al. (2014) discovered that when teachers apply several teaching tactics in the classroom, students learn better and become more active participants in the learning process. Moreover, Abdulwahab et al. (2016) came to the conclusion that low scores benefited the most from the cooperative instructional technique and that students who were taught using it did better than their counterparts in the control group. According to Albeshtawi (2017), the use of effective classroom tactics is related to the learners' participation with regard to their preferred learning styles.

According to reports, the rapid change in the educational system created a problem for students who self-regulated their learning. According to the report by Otoo et al. (2018), teachers of elementary school students around the world continue to struggle with students' lack of freedom in their learning. However, according to White's (2015) assessment, the majority of students worldwide ignored modular activities and subjects because they lacked interest or desire, which resulted in subpar academic performance across all subject areas. Moreover, McGlynn and Kozlowski (2016) said that in a class where learners are not self-directed, misconceptions on fundamental concepts occur that result in their learning challenges and reduce their desire in sticking with challenging and demanding coursework. Taking things in a Philippine setting, Prudente (2011) reported that the deteriorating performance of the Filipino students in the National Achievement Test (NAT) is already a proof that there exist a problem on the learner's self-regulated learning.

The majority of research in this area has been qualitative, focusing on interviews, focus groups, or case studies. Quantitative research methods, such as correlational approach, can provide a deeper understanding of the mechanisms and processes through which pedagogical management strategies influence learning autonomy. Thus, this study looked into the relationships between teachers' pedagogical management strategies and learning autonomy of students. Relationships between these variables can vary among junior high school students because learning autonomy is so dependent on context. Addressing these research gaps can provide a more comprehensive understanding of the impact of pedagogical management strategies on students' learning autonomy, leading to more effective and evidence-based approaches in educational practice.

The study was set to deciphered which domains of teachers' pedagogical management strategies significantly influence learning autonomy of students in Maasim 2 District, Maasim Sarangani Province. Specifically, this study seek to answer the following questions:

1. What is the extent of teachers' pedagogical management strategies in terms of:
  - 1.1 maintaining positive classroom climate;
  - 1.2 encouraging intellectually competitive environment; and
  - 1.3 respect in individual differences?
2. What is the extent of learning autonomy of students in terms of:
  - 2.1 interest in learning;
  - 2.2 learning responsibility;
  - 2.3 motivation in learning process; and
  - 2.4 decisiveness in learning?
3. Is there a significant relationship between teachers' pedagogical management strategies and learning autonomy of students in Maasim 2 District, Maasim Sarangani Province?
4. Which domains of teachers' pedagogical management strategies significantly influence the learning autonomy of students in Maasim 2 District, Maasim Sarangani Province?

## METHODOLOGY

### Research Design

The study employed a non-experimental design utilizing the descriptive correlation technique of research which is designed to gather data, ideas, facts and information related to the study. Quantitative research deals in numbers, logic



and objective stance. It focuses on numeric and unchanging data and detailed, convergent reasoning, generation of a variety of ideas about a research problem (Babbie et al. 2010). According to Myers and Well (2013) correlated design examines how the independent variable influences the dependent variable and establishes cause and effect relationship between variables. It enabled the researcher to observe two variables at a point in time and was useful in describing the relationship of the factors of both variables. Moreover, the study also looked into the relationship among two variables– teachers’ pedagogical management strategies and learning autonomy of students. The interest of the study is to investigate which domains of teachers’ pedagogical management strategies significantly influence the learning autonomy of students in Maasim 2 District, Maasim Sarangani Province.

**Respondents and Sampling**

The respondents of the study were the junior high school students in Maasim 2 District, Maasim Sarangani Province. In this study, the 222 respondents was selected through stratified random sampling technique. Stratified random sampling is a method of sampling that involves the division of a population into smaller sub-groups known as strata. In this study, certain inclusion criteria were implemented in determining the respondents of the study. The primary consideration of this study was to choose respondents who could provide information to achieve the purpose of this study. Hence, only those bonafied enrolled junior high school students in Maasim 2 District, Maasim Sarangani Province, those who do not have back subjects or failing grades, and those who voluntarily signed the ICF were given the survey questionnaires. Moreover, the study was delimited only to the nature of the problem based on the research questions and thus it did not consider the performance rating of the teachers.

**Research Instruments**

The study made use of adopted and modified survey questionnaires to suit the current investigation. The questionnaire is composed of two parts. The first tool is about teachers’ pedagogical management strategies as perceived by the students. This questionnaire was distributed among the three indicators namely maintaining positive classroom climate, encouraging intellectually competitive environment, and respect in individual differences. The scale obtained a Chronbach’s alpha value of 0.944. The questionnaire made use a 5-point Likert scale and was determined based on the following ranges of means:

<i>Range of Mean</i>	<i>Descriptive Level</i>	<i>Interpretation</i>
4.20 - 5.00	Very Extensive	The teachers’ pedagogical management strategies is always observed by the students.
3.40 – 4.19	Extensive	The teachers’ pedagogical management strategies is oftentimes observed by the students.
2.60 – 3.39	Moderately Extensive	The teachers’ pedagogical management strategies is sometimes observed by the students.
1.80 – 2.59	Less Extensive	The teachers’ pedagogical management strategies is seldom observed by the students.
1.00 – 1.79	Not Extensive	The teachers’ pedagogical management strategies is never observed by the students.

The second part of the instrument is about students’ learning autonomy. This questionnaire was indicated with interest in learning, learning responsibility, motivation in learning process, and decisiveness in learning. The reliability of the new scale obtained an overall Chronbach’s alpha value of 0.855. In the manner of answering the questionnaire, the items the respondents made use the 5-Likert scale. As a guide in determining the extent of students’ learning autonomy, the researcher made use of the range of means, description and interpretation as presented below:



<i>Range of Mean</i>	<i>Descriptive Level</i>	<i>Interpretation</i>
4.20 - 5.00	Very Extensive	The students' learning autonomy is always manifested.
3.40 – 4.19	Extensive	The students' learning autonomy is oftentimes manifested.
2.60 – 3.39	Moderately Extensive	The students' learning autonomy is sometimes manifested.
1.80 – 2.59	Less Extensive	The students' learning autonomy is rarely manifested.
1.00 – 1.79	Not Extensive	The students' learning autonomy is never manifested.

**Data Analysis**

The following were the statistical tools utilized by the researcher in processing the gathered data:

Mean. This was useful in characterizing the teachers' pedagogical management strategies of the teachers and learning autonomy of students. This was used to supply the answer for objectives 1 and 2.

Pearson Product Moment Correlation. It was used in this study to asses the significant relationship between independent (teachers' pedagogical management strategies) and dependent (learning autonomy of students) variables. It is a statistical measure of the strength of a linear relationship between paired data. In a sample it is usually denoted by r. This was used to supply the answer for objective 3.

Multiple Linear Analysis. It was applied to evaluate which domains of teachers' pedagogical management strategies significantly influence the learning autonomy of students. This was used to supply the answer for objective 4.

**RESULTS AND DISCUSSION**

The primary objective of this study was to evaluate which domains of pedagogical management strategies of teachers significantly influence the students' learning autonomy utilizing non-experimental quantitative design using descriptive-correlation technique. The researcher selected the 222 junior high school students in Maasim 2 District, Maasim Sarangani Province as the respondents through stratified random sampling method. The researcher made use of modified and enhanced adapted survey questionnaires which was pilot tested in a nearby school to ensure high reliability and internal consistency of the items in the instrument.

The extent of pedagogical management strategies of teachers in Maasim 2 District, Maasim Sarangani Province got an overall mean of 3.40 with extensive descriptive rating. Also, pedagogical management strategies of teachers in terms of maintaining positive classroom climate, encouraging intellectually competitive environment, and respect in individual differences obtained the mean scores of 3.28, 3.44, and 3.47, respectively.

The extent of students' learning autonomy in Maasim 2 District, Maasim Sarangani Province has an overall mean of 3.35 with a moderately extensive descriptive rating. Also, in students' learning autonomy in terms of interest in learning, learning responsibility, motivation in learning process, and decisiveness in learning obtained the mean scores 3.35, 3.33, 3.28, and 3.42, respectively.

The result showed that pedagogical management strategies of teachers has a significant positive relationship with the students' learning autonomy in Maasim 2 District, Maasim Sarangani Province with a p-value of .000 that is less than



.05 level of significance (two-tailed) ( $r = .848$ ,  $p < 0.05$ ). Meanwhile, pedagogical management strategies of teachers in terms of maintaining positive classroom and encouraging intellectually competitive environment were found to be significantly correlated with students' learning autonomy as evident on coefficient correlation value ( $r$ ) of 0.544 and 0.742, respectively.

The extent of pedagogical management strategies of teachers in terms of maintaining positive classroom; encouraging intellectually competitive environment; and respect in individual differences significantly influenced students' learning autonomy as evident on the F-value of 85.025 and  $p < 0.05$ . The  $r^2$  value of 0.570 indicated that pedagogical management strategies of teachers have contributed significantly to the variability of students' learning autonomy in Maasim 2 District in Maasim Sarangani Province by 57.00% from the total variability.

### **Conclusions**

Based on the findings of this study several conclusions were generated:

Teachers' pedagogical management strategies in Maasim 2 District, Maasim Sarangani Province was extensive. Meanwhile, teachers' pedagogical management strategies in terms of maintaining positive classroom climate, encouraging intellectually competitive environment, and respect in individual differences obtained extensive descriptive rating. It implies that teachers' ability to skillfully and adeptly manage the teaching and learning process in a way that maximizes student engagement, understanding, and achievement is oftentimes observed.

Students' learning autonomy in Maasim 2 District, Maasim Sarangani Province were rated as moderately extensive. Students' learning autonomy in terms of interest in learning, learning responsibility, motivation in learning process, and decisiveness belong to moderately extensive rating. The moderately extensive rating of learning autonomy indicates that students are on a journey toward becoming more self-directed and independent learners.

The result showed that teachers' pedagogical management strategies has a significant positive relationship with the students' learning autonomy in Maasim 2 District, Maasim Sarangani Province. This means that as the extent of the teachers' pedagogical management strategies changes, students' learning autonomy also significantly changes.

The extent of pedagogical management strategies of teachers in terms of maintaining positive classroom; encouraging intellectually competitive environment; and respect in individual differences significantly influenced students' learning autonomy in Maasim 2 District, Maasim Sarangani Province. This affirmed that students' learning autonomy is a function of pedagogical management strategies of teachers.

### **Recommendation**

Based on the findings and conclusions generated from the study, the researcher recommends the following:

The Department of Education may allocate funds to support research and studies focusing on the impact of pedagogical management strategies on learning autonomy. Encourage universities and educational institutions to conduct research in this area. Adding more, policy makers may encourage the adoption of evidence-based pedagogical management strategies in schools and educational institutions. Disseminate research findings to inform policy decisions.

Teachers may engage in self-reflection and assess the effectiveness of current pedagogical management strategies on learning autonomy. Continuously seek opportunities for improvement. Also, teachers may conduct action research in the classroom to evaluate the impact of specific pedagogical management strategies on student learning autonomy. Document and share the findings with the wider education community.

Students may reflect on personal learning experiences and assess the level of autonomy in learning. Identify areas of improvement and set goals for becoming more self-directed in studies. In addition, students may engage with teachers and seek guidance on how to become more autonomous learners. Discuss learning goals and strategies that can support individual learning styles.

Lastly, researchers should conduct further analysis on other factors that improve the students' learning autonomy, since pedagogical management strategies of teachers in Maasim 2 District, Maasim Sarangani Province only contributed 57.00 percent for the total variability.





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