RELEVANCE OF INFORMATIVE MANAGEMENT AND TEACHING METHODS IN TEACHING GRADE SIX: A QUALITATIVE APPROACH

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ABSTRACT

The main purpose of this study was to discover the relevance of informative management and teaching methods used by teachers who are currently teaching in elementary schools. This study will focus on the commitment of the teachers to teaching students and how they boost perseverance in achieving their goals. The decreasing number of students and increasing accountability to the public challenge in the Philippines is the sustainable development of schools. Schools must provide quality education to attract students and maintain their brand. For sustainable development, leaders are expected to strengthen the professional competency of teachers and staff, formulate strategic plans, and build collaborative relationships with external parties to manage change. Principals, as instructional leaders, are primarily responsible for promoting effective teaching implementation. Effective principals continually engage teachers in instructional dialog and reflective practices to ensure that they are thoroughly equipped to improve student performance. Effective principals are aware of the varied instructional strategies that directly or indirectly improve teachers' professional development. When teachers are not well supervised, effectiveness in instruction will be adversely affected and the instructional purposes may not be well realized. Negligence in the improvement of instruction through improper instructional supervisory practices by school heads may go on without being detected. This may lead to low quality of instruction and invariably teachers' lack of commitment to their job. Nowadays, parents and guardians of students are becoming more curious about the kind of education given to their children and wards. Quite often, they show their concern by demanding that the school should teach better than in the past.

KEYWORDS: *Relevance, informative, management, teaching methods, grade 6, qualitative, approach*

INTRODUCTION

Teaching strategies and practices refer to the methods, techniques, procedures and processes that a teacher uses during instruction. It is generally recognized that teaching strategies are multidimensional and their effectiveness depends on the context in which they are applied. There is no single strategy that can guarantee better student outcomes, however, research has highlighted a number of practices that enable learning among students.

The study focused on two main concepts: informative management and teaching methods. According to Tesfaw and Hofman (2014), informative management is the supervision carried out by the head teacher, subject heads, and other assigned supervisors in a school to provide guidance and support to teachers. Zepeda (2010) on the other hand looks at instructional supervision as the continuous monitoring of classroom teaching with the aim of not only promoting professional practices but also enhancing professional development in a collegial and collaborative style.

According to Zepeda (2010) she mentioned that informative management occurs in two main ways, namely: classroom observations (formal and informal) and portfolio supervision. Formal observations according to Cogan (2020), occur when a school head teacher or any other administrator sits in the classroom to conduct lesson observations. Such observations start with the supervisor holding a pre-observation conference with the teacher before the actual lesson observation occurs; and later, end with a post-observation conference. Informal classroom observation meanwhile occurs when the head teacher or any other administrator makes a short visit to class when the teacher is conducting a

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lesson and such visits are intended not necessarily to evaluate the teacher but rather to gather information on the curriculum and the teacher's pedagogical practices (Downey, Steffy, English, Frase, & Poston, 2004).

In Germany, pedagogical practices refer to the various types of tasks, ways of working, or types of activities and practices, which guide effective teaching and learning. Such practices Lakkala et al. say include among others: preparing well in advance relevant schemes of work, lesson plans, lesson notes, and teaching aids; prompt setting of written and practical exercises; prompt and careful evaluation of all written and practical exercises; provision of feedback to learners on assessments, and undertaking of remedial teaching to ensure effective learning. In this study, the researchers borrowed the definition of pedagogical practices from Lakkala et al. (2011); thus, pedagogical practices were characterized by whether a teacher makes schemes of work, draws lesson plans, and so on.

Similarly, Sapungan (2013) found out that the Philippine schools in Jeddah employed not highly qualified teachers and seldom attend training and seminar workshops. As a result, attendance may be associated with questionable teachers' classroom performance, obstructing an appealing source of research. More importantly, in 2017, the Dubai Schools Inspection Bureau (DSIB) inspected The Philippine School in Dubai, UAE, for the overall quality of education based on the UAE School Inspection Framework. The overall result was weak. In other words, the quality of performance is below the expectations (DSIB, 2017). Though the claims, as mentioned, will not speak for the entire PSOs, it could be considered valid and evident that the same patterns may be discovered from any other PSOs' adherence to educational practices.

Furthermore, out of 42 PSOs worldwide, only the Philippine School in Bahrain is accredited by the Philippine Accrediting Association of Schools, Colleges, and Universities (PAASCU). As for characterizing other PSOs on the subject of accreditation, it is essential to point out that school accreditation, in some instances, validates the organizational standards of educational practices in different areas.

According to the Department of Education Region 11, supervision of instruction is important for the realization of an effective education system. Supervision of instruction may be defined as the process of bringing about improvement in the teaching-learning process through a network of cooperative activities and democratic relationship of persons concerned with teaching and learning. Egunyomi (2021) observed that instructional supervision is the interaction between supervisor and the tutor to effectuate the quality of instruction. Instructional supervision implies the analysis of the behavior, and teachers" antecedent factors of the two groups in the interaction process and proposition, which seek to explain the interaction process itself. This interaction process involves the supervisor who happens to be a professional superior and a professional teacher who is a subordinate. The behaviour of the supervisor in his relationship with teacher is assumed to be one of the significant factors on the teacher efficiency or performance. Glickman, (2020) opined that instructional supervision is a process of improving instruction for the benefit of students. He noted that instructional supervision helps the students to learn as effectively and efficiently as possible.

On the other hand, teaching methods refers to the contingent problem-solving and troubleshooting mentalities required in the (re)design and adaptation of curricula to new formats and timeframes. As a facet of this mindset, educators have also had to implement measures aimed at alleviating feelings of isolation, fatigue and anxiety among students and faculty. Methods of teaching, as such, is not just about the shift in the format of conducting one's classes. In essence, it is an attitude to teaching that entails a realignment of conventional performance indicators, such that what is considered 'effective pedagogy' is measured by how well we can orient technologically-mediated learning platforms towards achieving the twin aims of teaching continuity and learning inclusion. These reflections may provide us with an opportunity to reconsider the present and future of education in Asia, and how our educational institutions can continue to play a role in the global knowledge economy.

METHODOLOGY
Research Design
I made these qualitative assumptions that consist of the methods used in the process of qualitative research (Creswell 2003). The procedures I used are inductive and are based on my own experience in collecting and analyzing data. The research here is the product of my values as a researcher. Extensive and careful descriptions of the time, place, context,

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and culture of the study will be thoroughly discussed to develop transferability, which is the qualitative parallel to external validity in postpositivist research (Mertens, 2005). This section will: (a) discuss the interview approach; (b) explain the role of the researcher; and lastly, (c) describe the sampling method and ethical considerations.

Meanwhile, descriptive research is used to describe the current status or circumstance of the factor being studied. Researchers using this method do not generally begin with a hypothesis. Rather, they develop one after collecting the data. Variables are not manipulated in this type of research and researchers do not use the law of probability. Survey research with large data sets falls into this design category. In descriptive research, the researcher has no power to control over the variables in the study. It simply aims to describe the nature of the involved variables (Korrapati, 2016; William, 2016). In this undertaking, quantitative research specifically descriptive research was the most appropriate since it only intended to explore the factors influencing the reading comprehension of Grade 6 learners. Furthermore, it also aimed to find out the intervention strategies that would reinforce the reading comprehension of the learners.

Participants and Sampling

All of the participants are public school teachers teaching in the elementary schools. These participants are currently teaching for the school year 2023-2024 with more than two years of teaching experience. A total of ten participants are considered in this study who will join the in-depth interview and focused group discussion respectively. Five of them will join the in-depth interview (IDI) while the remaining participants will be subjected to the focus group discussion (FGD). All data gathered during IDI and FGD will be recorded and transmuted to summarize the responses of the participants in an orderly manner.

Participants of this study are all public-school teachers who are teaching grade six students with more than two (2) years of teaching experience. There are only ten (10) of them to be considered since there is still limiting travel from one place to another in the region. I only maximize teachers working nearby my workplace to observe the protocols set by the government. These participants are working in public schools and are using different instructional supervision and pedagogical practices as public-school teachers who are teaching secondary students as educational opportunities to consider. I choose ten participants in order to have more focus in the conduct of data gathering. It is also my pleasure having this numbers as Mertens (2010) mentioned that fewer number of participants will give clarity on the results.

Data Analysis

The data analysis was done in the qualitative method. To answer the first and second research questions, the researcher analyzed the interviews. Therefore, she did the content analysis of each interview, and the themes were identified. To answer the third research question, the researcher created a rubric and a checklist to determine the progress of students and the increase in the amount of their willingness to promote proper use of instructional supervision and pedagogical practices before, during, and after the pandemic. Finally, the research questions were used to explore the advantages and disadvantages of these interactive slides in reply to the last research question.

Qualitative data analysis begins with the process of organizing, reducing, and describing the collected data (Schwandt, 2001). Unlike quantitative 0analysis, there are no prescribed formulas for qualitative analysis. Marshall and Rossman (2006) remind researchers that qualitative analysis does not proceed linearly and is not neat. However, good practice and procedures enhance the credibility of qualitative research. In this last section, the data analysis procedures will be explained and the steps taken to ensure the results from this study are credible, transferable, dependable, and authentic will be thoroughly described.

To guide the data analysis, the researcher used the seven phases of data analysis described by Giorgi (2006). The final step in Colaizzi's method, returning the results to the participants, is a controversial one, criticized by Giorgi (2006) who stated that the researcher and participant inevitably have different perspectives - the researcher from a phenomenological perspective and the participant from the 'natural attitude' (our everyday taken-for-granted perception of the world). This echoes a wider debate in qualitative research as to the value of "respondent validation" or "member checking". We would certainly agree that any notion that participants can simply rubber-stamp an analysis

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as "correct" is untenable. Nevertheless, given the aims of descriptive phenomenology, it is not unreasonable to expect that they should be able to recognize their own experience in the fundamental structure.

Descriptive phenomenology is especially valuable in areas where there is little existing research, as was the case in the example we have given of the experience of recreational camping. For psychologists, Colaizzi's method offers a clear and systematic approach; its thematic nature may be more familiar and accessible than the "distilling" style offered by Giorgi.

Next, the researcher became familiar with the data through extensive reading of the interviews to gain an understanding of the content. This involved reading through the interviews at least three times. Following Hatch's (2002) recommendations for qualitative analysis, the researcher created a sheet of notes for each participant. The summary sheets were a quick way to refer back to the original data as the data analysis continued (Hatch, 2002).

After the initial readings, Hatch (2002) recommends researchers read data through completely with one typology in mind. Patton (1990) defines typologies as classification systems made up of categories that divide some aspects of the world into parts. According to Hatch (2002), typologies are generated from the theory, common sense, or research objectives. For this study, the researcher used the typologies or themes from the literature review as the constructs through which to view the data.

After reading through the data with each construct or typology in mind, the researcher coded the data into five categories from the literature by taking excerpts of text from the data and identifying them within a particular category.

After everything was coded, the researcher read through the data again while writing analytic memos on her thoughts and insights and began the process of offering interpretations. During this stage, the researcher began to interpret the data to find significance and meaning in the teachers' instructional experiences through pulling salient themes, reoccurring ideas, and patterns of belief that resonated collectively throughout the interviews.

The offering of interpretations began following the emergence of themes in the data. Marshall and Rossman (2006) believe this part of the data analysis brings meaning to the themes and categories and allows the researcher to develop links between the interviews. The researcher began to interpret the data to find significance and meaning in the teachers' instructional experiences.

Rossman and Marshall (2006) remind researchers there will always be alternate explanations existing within the data. Before moving forward, the researcher stopped and evaluated the findings for other plausible explanations.

RESULTS AND DISCUSSION

The purpose of this study was to understand the informative management and teaching methods of public-school teachers teaching grade six students in Davao City. Analysis of the data revealed three themes; teaching and learning issues, connection to students' interests, and significance of pedagogy and instruction in proper learning.

The data from the interviews were analyzed using a process of thematic analysis facilitated by initial coding of the interview transcripts, identifying preliminary categories, second round coding, refining categories, and recognizing emerging themes. Main themes were identified through the iterative process of coding and categorizing, resulting in the most salient topics in participants' responses to the interview questions. These themes were discovered inductively in a bottom-up manner as emerging from transcript data when analyzed about the research questions. This resulted in the final distribution of themes deemed as most accurately reflecting the reported experiences of the research participants.

The first theme "teaching and learning issues" has four sub-themes namely; demonstrating improvement of learning, selecting appropriate models and strategies, providing tools to meet growing students' expectations, and understanding the evolving role of academic technology. Meanwhile, the second theme immersed based on the interview was "connect to students' interests" with the sub-themes; articulate learning goals and objectives, show relevance to

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students' academic lives, allow students some degree of choice, and show your passion and enthusiasm. Finally, the third theme immersed was "significance of pedagogy and instruction" with the sub-themes; engaging experiences and existing situations, motivating and inspiring students to focus, implementing proper training among teachers, and enhancing teaching performances as prophecy.

Recommendations

School principals may consider implementing instructional supervision in the school to strengthen teachers' professional competency, formulate effective policies, and seek external resources for sustainable development. If principals only enact instructional supervision, disregard the importance of KM within the organization, and neglect to allow teachers to use formal and informal channels to circulate ideas among themselves, the effectiveness of instructional supervision will be limited.

Principals should also foster teachers' concept of KM and the willingness to share knowledge. They should encourage teachers to apply knowledge and innovate knowledge together. These behaviors will help teachers to improve their planning and preparation, teaching skills (techniques and strategies), teaching materials, learning-atmosphere management, teaching achievements, and evaluation. With good KM, appropriate changes and innovations can be implemented in teaching to improve teachers' effectiveness and development in the e-generation learning era.

Therefore, studying the instructional strategies in teaching grade six students as described by the participants using a quantitative approach would also be beneficial. One of the findings from this study was the lack of collaboration between parents and mathematics teachers. Further research is recommended to explore what type of co-teaching and alternative school program models increase the collaboration between parents and mathematics teachers and better serve students with difficulty in learning mathematics.

Moreover, educators, parents, and individual students assess each student's situation and discuss adjustments needed for home distance learning. Some examples include using alternatives to print, such as audio or other formats in instruction, as well as pictures, flexible scheduling and deadlines, and assistive technology. Learning in a remote setting may differ from mainstream, classroom-based environments. This includes expectations for students and course methodology. Curricula must often be adjusted. For example, homework can be simplified, allowing students to dictate rather than type, and audio materials can be provided for reading assignments during online classes.

Finally, more time and resources are required for students with learning difficulties in mathematics to actively participate in learning. This includes equipment, internet access, and specially designed materials and support.

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