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INSTRUCTIONAL MANAGEMENT PRACTICES AND PROFESSIONAL DEVELOPMENT OF TEACHERS IN PUBLIC SECONDARY SCHOOLS

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ABSTRACT
This study was conducted to determine the instructional management practices and professional development of teachers in public secondary Schools in the Boston District, Division of Davao Oriental. This study employed the non-experimental quantitative research design utilizing a correlational method. The respondents of the study were 131 teachers, who utilized universal sampling to select the actual respondents. Mean and Pearson r correlation analyses were the statistical tools utilized in this study. Based on the findings obtained in this study, the level of instructional management practices and professional development of teachers were very high. There was a significant relationship between instructional management practices and professional development of teachers in public secondary schools. In the light of the forgoing findings and conclusions of this study, it is suggested in this study that instructional management practices and professional development of teachers in public secondary schools may be upgraded by the school heads particularly in the low result areas of the study like evaluating various academic journals, pedagogy, and inclusive practices to assess the teaching effectiveness within the standard education setting.

KEYWORDS: *Instructional Management Practices, Professional Development, Public Elementary Schools, Education, Philippines*

1. INTRODUCTION
Instructional management practices provide a more specific understanding of the knowledge base teachers need to acquire, the tasks that must be accomplished, and the skills required to effectively carry them out. Becoming an instructional leader is a complex responsibility and a significant challenge for teachers. It entails guiding and working collaboratively with others to improve instructional quality. In this regard, teachers as instructional leaders gain a comprehensive understanding of instructional processes and their underlying rationale.

In New York, instructional management practices have become increasingly complex, overloaded, and less clearly defined over the past decade. The role of teachers has shifted from being instructional leaders or master teachers to transactional leaders, and more recently, to transformational leaders. This evolution highlights the importance of instructional management practices in enhancing student learning. As Fullan (2021) asserts, improving education for children requires strengthening teachers' instructional management practices.

Although teachers recognize the importance of these responsibilities, effective instructional management skills are not always consistently applied in practice, which sometimes leads to conflict. Thus, there is a pressing need for clearer information regarding the skills and tasks essential to supporting instructional management in schools, so teachers can provide the highest quality instruction to students (Anderson & Pigford, 2020).

In the Philippines, instructional management practices have been developed to prepare teachers for the changes required to become effective instructional leaders. Such practices emphasize both the conceptual and practical aspects of leadership by highlighting its importance and introducing the necessary knowledge and skills (Moreno, 2023). Instructional management, in essence, refers to the actions teachers take—or delegate to others, to promote student learning and growth. This requires prioritizing instructional quality and translating that vision into practice. Unlike traditional administrators, instructional leaders focus not only on administrative tasks but also on fostering a learning-centered school culture (Aguilar, 2020).

Instructional management involves planning teaching and learning programs, implementing instruction, assessing processes and outcomes, and ensuring effective classroom management (Danarwati, 2016). Whereas conventional teachers may focus primarily on administrative responsibilities, instructional leaders are expected to redefine their role as the "primary learners" in a community committed to educational excellence. They collaborate with colleagues to define educational objectives, set school or district-wide goals, allocate resources for learning, and create opportunities for both student and teacher development (Barcelona, 2018).

In the Boston District, Division of Davao Oriental, instructional management practices and professional development are envisioned as collaborative processes. Learning is not confined to

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the classroom but is seen as a collective responsibility of all educators. This approach marks a departure from the traditional authoritarian model of leadership, instead promoting a vision of leadership as a shared and dynamic process. When administrators and teachers alike demonstrate a passion for learning, this enthusiasm can inspire the entire school community (Bernardo, 2012).

Instructional leaders are characterized by their ability to provide a clear sense of direction, prioritize instructional quality, and focus on meaningful student outcomes. They are actively engaged in classroom realities, develop staff capacities by strengthening existing skills and addressing weaknesses, and sustain improvements by anticipating and overcoming obstacles (Lizada, 2022).

Given this context, the researcher deemed it necessary to conduct this study to examine whether the instructional management practices of public secondary school teachers are essential ingredients in their professional development. The findings of this research are envisioned to serve as a functional blueprint to guide future administrative policies. In doing so, the study aspires to contribute not only to academic literature but also to socially relevant improvements in educational practice.

1.1 Statement of the Problem

The purpose of this study was to determine the relationship between the instructional management practices and the professional development of teachers in Public secondary schools in the Boston District, Division of Davao Oriental. Specifically this study sought answers to the following questions:

1. What is the level of instructional management practices of teachers in public secondary schools in terms of:
1.1 vision,
1.2 action,
1.3 supportive environment,
1.4 activities, and
1.5 knowledge?
2. What is the level of the professional development of teachers in public secondary schools in terms of:
2.1 consultation,
2.2 coaching,
2.3 community practice,
2.4 lesson study,
2.5 mentoring,
2.6 reflective supervision, and
2.7 technical assistance?
3. Is there a relationship between instructional management practices and the professional development of teachers?

1.2 Hypothesis

The null hypothesis was tested in this study at a 0.05 level of significance.

Ho1. There is no relationship between the level of instructional management practices and the professional development of teachers in public secondary schools.

2. METHODOLOGY

2.1 Research Design

This study employed the descriptive-correlation method. This approach was deemed appropriate since the primary objective was to describe the existing status of instructional management practices and professional development of teachers in public secondary schools, and to determine the degree of relationship between these two variables. As Baguio and Baguio (2025) explained, correlation research involves collecting data to ascertain whether a significant relationship exists between two or more quantifiable variables. The descriptive survey method was used to gather quantitative data on the phenomenon under investigation. A structured questionnaire served as the main data-gathering tool, specifically designed to obtain responses from the target teacher-respondents. This instrument provided the necessary data to measure and analyze the relationship between instructional management practices and professional development. As Pregoner (2024) emphasized, questionnaires are efficient tools for generating accurate and reliable data from a large number of respondents. The focus of this study was to examine whether the instructional management practices of teachers in public secondary schools significantly relate to their professional development.

2.2 Research Respondents

The respondents of this study were the 131 teachers from selected public secondary schools in Boston District, Division of Davao Oriental. They were asked to evaluate their instructional management practices and professional development through a structured questionnaire administered by the researcher. To ensure that participants had sufficient experience in the field, only teachers who had served for at least three years in the selected schools were included. The study was conducted during the school year 2022–2023, concluding in March 2023. A non-random sampling technique was employed in selecting the respondents. The desired sample size was determined using maximum non-random sampling. To allow for possible non-responses, the researcher initially considered a larger number of teachers; however, most of the distributed questionnaires were retrieved.

2.3 Research Instrument

The primary instrument used in this study was a researcher-developed questionnaire specifically designed to gather data on the instructional management practices and professional development of teachers in public secondary schools. The questionnaire was divided into two major sections corresponding to the study's key variables. Each section was carefully structured to ensure clarity, contextual relevance, and alignment with the research objectives.

The first section focused on instructional management practices. The items were constructed based on a review of relevant literature and frameworks on instructional leadership and management. To validate the content, this section was reviewed and evaluated by experts in educational management and

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instructional supervision. The items in this section demonstrated high internal consistency, with a Cronbach's alpha coefficient of 0.93, indicating excellent reliability.

The second section assessed the professional development of teachers. Items were adapted from validated instruments used in related studies and refined to suit the context of public secondary schools in Boston District, Division of Davao Oriental. This section also displayed strong internal reliability, with a Cronbach's alpha coefficient of 0.89. The final version of the questionnaire was found to be clear, comprehensive, and suitable for the target respondents, thereby making it appropriate for gathering the necessary data for this study.

2.4 Data Gathering Procedure

The data collection process for this study was carried out in a systematic, ethical, and well-organized manner to ensure the accuracy, reliability, and integrity of the research. Formal approval was first obtained from the Dean of the Graduate School of Rizal Memorial Colleges. Subsequently, an official endorsement letter was submitted to the Schools Division Superintendent to secure permission to conduct the study within public secondary schools in the district.

Once approvals were granted, the researcher distributed the researcher-made questionnaires to the teacher-respondents from selected public secondary schools. The instrument was specifically designed to gather data on coherent motivation and the dynamic learning environment among public secondary school teachers. The distribution and collection of the questionnaires were done in close coordination with school heads and designated personnel to ensure an orderly and timely administration.

Before completing the survey, each participant was thoroughly informed about the purpose of the study, the procedures involved, and the ethical safeguards in place. Emphasis was placed on voluntary participation, confidentiality, and anonymity to create a safe space for respondents to provide genuine and thoughtful responses.

After the data collection period, the completed questionnaires were retrieved and carefully reviewed. Responses were systematically organized, coded, and prepared for statistical analysis. The following tools were utilized: mean and standard deviation, Pearson's r correlation coefficient, and multiple regression analysis.

2.5 Data Analysis

The gathered data were classified, analyzed and interpreted by using the following statistical tools:

Mean. This was used to determine the level of instructional management practices and professional development of teachers in public secondary schools.

Pearson Product-Moment Correlation or Pearson r. This was used to find out the significant relationship between the level of instructional management practices and the professional development of teachers in Public secondary schools.

3. RESULTS AND DISCUSSION

3.1 Level of Instructional Management Practices of Teachers

Table 1. ***Level of Instructional Management Practices of Teachers***

No.	Domains	Mean (x)	Descriptive Level
1	Vision	4.22	Very High
2	Ability to Translate Vision into Action	4.20	Very High
3	Ability to Create a Supportive Environment	4.18	High
4	Knowledge of School Activities	4.18	High
5	Action on Knowledge	4.23	Very High
	Overall	**4.20**	**Very High**

Presented in Table 1 is the level of instructional management practices of teachers, based on the mean scores across five key domains: vision, ability to translate vision into action, ability to create a supportive environment, knowledge of school activities, and action on knowledge. The domain of action on knowledge obtained the highest mean score of 4.23, described as very high, indicating that teachers consistently applied their understanding of school activities into concrete instructional decisions and actions that enhance teaching effectiveness. This was closely followed by the domain of vision, which had a mean score of 4.22, also described as very high, showing that teachers possessed a strong sense of purpose and direction in their instructional practices. The domain of ability to translate vision into action registered a mean score of 4.20, likewise categorized as very high, reflecting that teachers effectively operationalized their instructional goals into meaningful classroom practices. Meanwhile, both ability to create a supportive environment and knowledge of school activities recorded mean scores of 4.18, described as high, suggesting that while teachers were able to maintain supportive learning environments and possessed adequate knowledge of school-related tasks, these areas showed slightly lower emphasis compared to other domains. Overall, the level of instructional management practices of teachers yielded a mean score of 4.20, categorized as very high. This result indicates that teachers demonstrated commendable instructional management competencies, particularly in aligning vision with

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action and translating knowledge into effective teaching practices.

This finding is consistent with the study of Hallinger (2018), which emphasized that strong instructional leadership is characterized by the ability to translate vision into effective practices that shape teaching and learning outcomes. Similarly, Leithwood and Louis (2019) highlighted that teachers who effectively align their vision with classroom actions and foster supportive environments are better able to promote student engagement and academic achievement. Furthermore, Darling-Hammond et al. (2020) further reinforced that effective instructional management, anchored on clear vision and actionable knowledge, is critical in ensuring that schools provide equitable and high-quality learning opportunities for all students.

3.2 Level of the Professional Development of Teachers

Table 2. ***Level of the Professional Development of Teachers***

No.	Domains	Mean (x)	Descriptive Level
1	Consultation	4.28	Very High
2	Coaching	4.22	Very High
3	Community Practice	4.23	Very High
4	Lesson Study	4.20	Very High
5	Mentoring	4.19	High
6	Reflective Supervision	4.17	High
7	Technical Assistance	4.18	High
	Overall	**4.21**	**Very High**

Presented in Table 2 is the level of the professional development of teachers, based on the mean scores across seven domains: consultation, coaching, community practice, lesson study, mentoring, reflective supervision, and technical assistance. The domain of consultation obtained the highest mean score of 4.28, described as very high, indicating that teachers actively sought professional advice and collaborative discussions to enhance their instructional practices. This was followed by community practice, which had a mean score of 4.23, also described as very high, suggesting that teachers frequently engaged in shared professional learning and collaborative networks that strengthened their teaching competencies. The domain of coaching recorded a mean score of 4.22, likewise categorized as very high, reflecting that teachers benefited from structured guidance and support to improve their instructional approaches. Similarly, lesson study obtained a mean score of 4.20, also very high, highlighting that teachers participated in collaborative lesson planning and analysis as part of their professional growth. On the other hand, the domains of mentoring with a mean score of 4.19, technical assistance with a mean score of 4.18, and reflective supervision with a mean score of 4.17 were all described as high, indicating that while teachers received adequate mentoring, supervisory guidance, and technical support, these areas were practiced to a slightly lesser extent compared to consultation, coaching, and community practices. Overall, the level of the professional development of teachers yielded a mean score of 4.21, described as very high. This suggests that teachers actively engaged in a wide range of professional development practices, particularly consultation, coaching, and community practice, which enhanced their teaching effectiveness and sustained their continuous growth.

This finding supports the work of Voogt and Pareja Roblin (2020), who emphasized that effective professional development occurs when teachers engage in collaborative and consultative practices that directly enhance instructional quality. Likewise, Darling-Hammond and Hyler (2021) highlighted that coaching and community-based professional learning are among the most impactful strategies in strengthening teachers' professional competencies. Bautista and Ortega-Ruiz (2023) further stressed that sustained professional development activities, such as mentoring, reflective supervision, and lesson study, play a critical role in building teacher capacity, improving classroom practices, and ultimately promoting student achievement.

3.3 Significant Relationship Between Instructional Management Practices and Professional Development of Teachers

Table 3. ***Significant Relationship Between Instructional Management Practices and Professional Development of Teachers***

Independent Variable	Dependent Variable	r-values	Degree of Correlation	Computed p-value	Decision
Instructional Management Practices **(X)**	Professional Development **(Y)**	0.82	High Correlation	0.000	Reject

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Presented in Table 3 is the correlation analysis between instructional management practices and professional development of teachers. The computed correlation coefficient is 0.82, which indicates a high degree of correlation between the two variables. The corresponding p-value is 0.000, which is below the 0.05 level of significance. Based on these results, the null hypothesis is rejected, confirming that a statistically significant relationship exists between instructional management practices and professional development. This finding suggests that when teachers demonstrate strong instructional management practices, their level of professional development also tends to be higher, underscoring the importance of effective leadership, vision, and organizational strategies in sustaining teachers' continuous growth.

This result is supported by Darling-Hammond and Hyler (2021), who emphasized that effective instructional management provides a strong foundation for meaningful professional learning and growth. Likewise, Avalos (2022) highlighted that professional development is more impactful when embedded in well-managed instructional contexts that promote collaboration, support, and clear direction. In addition, Bautista and Ortega-Ruiz (2023) affirmed that strong management practices not only foster a culture of accountability but also create opportunities for sustained teacher learning, mentoring, and reflection, all of which enhance professional capacity and instructional effectiveness.

5. CONCLUSIONS

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

Firstly, the level of instructional management practices among teachers is generally very high. This indicates that teachers consistently demonstrate practices such as articulating a clear vision, translating that vision into action, creating supportive environments, and acting on knowledge of school activities. These practices reflect teachers' strong capacity to organize, direct, and sustain effective instructional systems that enhance teaching and learning processes. The very high level of instructional management suggests that teachers possess the leadership, organizational clarity, and decision-making skills necessary to promote both student success and school development.

Secondly, the level of professional development of teachers is also very high. This is evidenced by teachers' active participation in consultation, coaching, community practice, lesson study, mentoring, reflective supervision, and technical assistance. These dimensions emphasize teachers' commitment to continuous learning and growth, highlighting their efforts to strengthen teaching competence, improve classroom practices, and adapt to evolving educational demands. The consistently very high ratings suggest that teachers value collaborative and sustained professional learning as a foundation for personal and institutional improvement.

Thirdly, the study revealed a statistically significant positive relationship between instructional management practices and professional development of teachers. This indicates that as teachers demonstrate stronger instructional management practices, their engagement in professional development activities is likewise enhanced. This finding underscores the mutually reinforcing relationship between leadership-driven management and sustained professional learning. Effective instructional management provides the structure and direction that enable teachers to maximize the benefits of professional development, thereby improving instructional quality and educational outcomes. Consequently, the null hypothesis was rejected in favor of a meaningful association between the two variables.

6. RECOMMENDATIONS

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

Firstly, considering the very high level of instructional management practices among teachers, school leaders are encouraged to sustain and strengthen initiatives that support effective instructional leadership. This may include continuous training on strategic planning, knowledge-based decision-making, and creating supportive environments that foster teaching and learning. Providing resources and regular capacity-building workshops may help ensure that instructional management practices remain responsive to the evolving needs of education.

Secondly, given the very high level of professional development among teachers, it is recommended that schools and education authorities continue to provide structured opportunities such as coaching, lesson study, mentoring, and reflective supervision. Supporting collaborative and sustained professional development initiatives can enhance teaching competencies, promote innovation in classroom practices, and ensure teachers remain updated with current pedagogical approaches.

Thirdly, in light of the significant positive relationship between instructional management practices and professional development, school administrators may establish integrated systems that align management initiatives with professional growth opportunities. For instance, linking instructional management strategies with ongoing mentoring and technical assistance programs may reinforce the cycle of continuous improvement. Collaborative learning communities and peer coaching programs may also be institutionalized to maximize the impact of this relationship.

Lastly, future researchers are encouraged to examine other factors that may influence the relationship between instructional management and professional development, such as school culture, leadership styles, teacher motivation, and policy frameworks. Employing mixed-method or longitudinal designs may also provide deeper insights into how sustained management practices and professional learning initiatives interact to improve both teacher performance and student outcomes.

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