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INSTRUCTIONAL MANAGEMENT OPERATION AND ENVIRONMENT INTEGRITY OF TEACHERS IN PUBLIC ELEMENTARY SCHOOLS

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ABSTRACT
This study was conducted to determine the instructional management operation and environmental integrity of teachers in public elementary schools in Manay North District, Division of Davao Oriental. A non-experimental quantitative research design employing the correlational method was utilized. The respondents of the study consisted of 131 public elementary school teachers, selected through universal sampling. Data were analyzed using the mean, Pearson correlation coefficient (r), and regression analysis. The findings revealed that the levels of both instructional management operation and environmental integrity among teachers were generally high. Moreover, a significant positive relationship was found between instructional management operation and environmental integrity, indicating that effective management practices are associated with higher professional and ethical standards among teachers. Regression analysis further showed that the domains of instructional management operation significantly influence the environmental integrity of teachers. Based on these results, it is recommended that school heads enhance the evaluation of teachers, particularly addressing areas where goals are less clearly defined or underachieved. Additionally, implementing recognition and reward systems for teachers who achieve high performance may further motivate and sustain effective instructional management and integrity in the school environment.
KEYWORDS: *Instructional Management Operation, Environment Integrity, Public Elementary Schools, Philippines*

1. INTRODUCTION
Instructional management operation refers to the structured processes and methods by which students achieve learning outcomes. When designing a course or lesson, educators begin by determining the intended learning outcomes. Effective instructional management operations involve specific teaching strategies that facilitate meaningful interaction in the classroom. Research has identified these strategies as critical to promoting student learning. Best instructional operations can be likened to vehicles that efficiently guide students along their learning journey. Teachers can identify these strategies, often paired with digital primary sources, throughout educational resources (Heck, 2022).

In Washington D.C., teachers continue to strive for balance and proficiency in their roles as instructional leaders. Several factors have been cited for the lack of emphasis on effective instructional management operations, including inadequate training, insufficient time for instructional planning, unrealistic community expectations, and excessive administrative paperwork (Elmore, 2020).

The evolving role of the teacher as an instructional leader emphasizes the creation of a vibrant learning community, shared decision-making, and a return to foundational teaching principles. Success in this role requires leveraging time effectively, supporting ongoing professional development, utilizing resources to address diverse student needs, and fostering a culture of inquiry and continuous improvement (Hakielimu, 2021). Teachers must work to move beyond bureaucratic constraints and focus on refining teaching methods, thereby enhancing both teaching and learning experiences. When implemented effectively, instructional management operations enable students and teachers to create more meaningful learning environments and better shape their educational trajectories (Galabawa & Nikundiwe, 2020).

Teachers also demonstrate the capacity to meet the academic, social, and emotional needs of at-risk students, while successful principals exemplify strong instructional leadership. Research has documented effective operations and programs designed for at-risk students, highlighting strategies that promote efficient classroom interaction and meaningful learning experiences. Digital primary sources, coupled with best instructional operations, support teachers in achieving learning goals (Brookover & Lezotte, 2019; Greenfield, 1987; Haycock, 2020; Slavin et al., 2019).

In the Philippines, research on effective instruction for at-risk students aligns closely with studies on instructional management operations. Programs that address students' basic needs—such as access to social and health services—are analogous to principals meeting teachers' instructional needs by providing adequate

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teaching materials. Instructional operation, often implemented as a field-based practicum or internship, equips students with foundational knowledge of child and adolescent development and principles of effective teaching. Under the supervision of experienced educators, students learn to plan and deliver individualized instruction, prepare instructional materials, develop educational resources, assist with record keeping, and fulfill other essential educational responsibilities (Gillet, 2020).

In Davao Oriental, addressing students' academic needs through basic skills development programs mirrors principals meeting teachers' professional needs through targeted staff development. Similarly, cooperative learning programs not only address students' affective needs by promoting collaboration but also reflect principals' efforts to nurture a sense of community among teachers, fostering shared understanding of the school's vision, mission, and goals (Hallinger, 2019).

Instructional management operation is a critical factor in facilitating, improving, and promoting student academic progress. Research on school improvement and instructional leadership highlights several key characteristics of effective instructional leaders, including high expectations for students and teachers, a strong emphasis on instruction, provision of professional development, and systematic use of data to monitor progress (Nguni, 2019).

Given these findings, the researcher recognized the need to investigate instructional management operations and the integrity of the teaching environment in public elementary schools. This study aims to help teachers evaluate and enhance their instructional practices, providing evidence-based guidance for future administrative policies. By doing so, the study contributes meaningfully to the improvement of school practices and educational outcomes.

1.1 Statement of the Problem

This study was conducted to determine the instructional management operation and environment integrity of teachers in public elementary school in Manay North District, Division of Davao Oriental. Specifically, it sought answers to the following sub-problems:

1. What is the degree of instructional management operation of teachers in public elementary schools in terms of:
1.1 goals,
1.2 curriculum,
1.3 monitoring,
1.4 resources and
1.5 evaluation?

2. What is the level of environment integrity of teachers in public elementary schools in terms of:
2.1 self-esteem,
2.2 honesty,
2.3 standards,
2.4 appreciation and
2.5 inspiration?

3. Is there significant relationship on the level of instructional management operation and environment integrity of teachers in public elementary schools?

4. Which domains of instructional management operation significantly influence environment integrity of teachers in public elementary schools?

1.2 Hypotheses

The null hypotheses were tested at the 0.05 level of significance:
Ho1. There is no significant relationship on instructional management operation and environment integrity of teachers in public elementary schools.
Ho2. The domains of instructional management operation do not significantly influence environment integrity of teachers in public elementary schools.

2. METHODOLOGY

2.1 Research Design

This study employed the descriptive–correlational method. This approach was appropriate because the primary objective was to describe the current status of instructional management operation and the environmental integrity of teachers in public elementary schools, as well as to determine whether a significant relationship exists between these two variables. In correlational research, data are collected to examine the strength and direction of the relationship between two or more quantifiable variables (Baguio & Baguio, 2025).

The descriptive component focused on obtaining quantitative data regarding the extent to which teachers implement effective instructional management operations and maintain a positive and integrity-driven teaching environment. A structured questionnaire was developed as the main instrument for data collection, enabling respondents to provide systematic and measurable responses aligned with the study's objectives (Pregoner, 2024). Data were gathered through the administration of this questionnaire to public elementary school teachers, using universal sampling to ensure full representation.

The study primarily aimed to determine the relationship between instructional management operation and the environmental integrity of teachers in public elementary schools. This analysis provides insights into how teachers' instructional practices influence the integrity and quality of the learning environment, highlighting potential strategies to enhance teaching effectiveness, promote professional responsibility, and improve student outcomes.

2.2 Research Respondents

The respondents of the study consisted of 131 public elementary school teachers from the Manay North District, Division of Davao Oriental. Universal sampling was employed to include all teachers in examining the relationship between instructional management operation and the environmental integrity of

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teachers in public elementary schools. The selected respondents had a minimum of three years of teaching experience, ensuring that they could provide informed and meaningful insights for the study. Data collection was conducted during the 2023–2024 school year.

2.3 Research Instrument

The primary instrument used in this study was a self-developed questionnaire, specifically designed to assess instructional management operation and the environmental integrity of teachers in public elementary schools. The questionnaire was divided into two main sections, each corresponding to one of the research variables, with all items carefully formulated to be clear, contextually relevant, and directly aligned with the study's objectives.

The first section focused on instructional management operation. Items were developed based on a comprehensive review of literature on effective instructional practices, classroom management strategies, and teacher leadership approaches that enhance student learning outcomes. To ensure content validity, the questionnaire was evaluated by experts in educational leadership and elementary education. This section demonstrated high internal consistency, with a Cronbach's alpha coefficient of 0.92, indicating that the items reliably measured the intended construct.

The second section assessed the environmental integrity of teachers. Items were designed to capture aspects such as professional ethics, adherence to school policies, commitment to maintaining a positive and collaborative teaching environment, and accountability in instructional practices. Expert feedback was obtained to enhance clarity, relevance, and appropriateness for the local educational context. This section achieved a Cronbach's alpha coefficient of 0.90, confirming strong reliability.

Overall, the self-developed questionnaire was clear, comprehensive, and contextually appropriate, ensuring it effectively gathered the necessary data to examine the significant relationship between instructional management operation and the environmental integrity of teachers in public elementary schools.

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.

2.5 Data Analysis

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

Mean. This was used to measure the level of instructional management operation and environment integrity of teachers in public elementary schools.

Product Moment Correlation Coefficient (Pearson r). This was used to determine the relationships between the instructional management operation and environment integrity of teachers in public elementary schools.

Regression Analysis. This was used to determine the influences between the instructional management operation and environment integrity of teachers in public elementary schools.

3. RESULTS AND DISCUSSION

3.1 Level of Instructional Management Operation of Teachers in Public Elementary Schools

Table 1. ***Level of Instructional Management Operation of Teachers in Public Elementary Schools***

No.	Domains	Mean($\bar{x}$)	Descriptive Equivalent
1	Goals	3.27	Moderate
2	Curriculum	3.11	Moderate
3	monitoring	3.73	High
4	Resources	3.60	High
5	Evaluation	3.61	High
	Overall Mean	**3.43**	**High**

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Presented in Table 1 is the level of instructional management operation of teachers in public elementary schools, based on the mean scores across five key domains: goals, curriculum, monitoring, resources, and evaluation. Among these domains, monitoring obtained the highest mean score of 3.73, described as high, indicating that teachers frequently track and assess student progress to ensure effective learning. Evaluation followed closely with a mean score of 3.61, and resources scored 3.60, both also described as high, suggesting that teachers consistently utilize available instructional materials and implement systematic assessment practices. The domains of goals and curriculum received mean scores of 3.27 and 3.11, respectively, both described as moderate, reflecting that while teachers generally establish objectives and implement curriculum plans, there may be room for improvement in clearly defining learning targets and aligning teaching plans with the curriculum framework.

Overall, the instructional management operation of teachers yielded an overall mean score of 3.43, described as high. This indicates that teachers generally demonstrate effective instructional management practices, with particular strength in monitoring student performance, utilizing resources, and conducting evaluations, while continued emphasis on goal-setting and curriculum alignment could further enhance instructional effectiveness.

This finding supports the study of Santos and Reyes (2019), which emphasized that high levels of instructional management operation among teachers positively influence student learning outcomes, classroom organization, and overall teaching effectiveness. Their research highlighted that teachers who implement clear goal-setting, structured curriculum planning, systematic monitoring, and effective evaluation are more likely to achieve instructional objectives and foster productive learning environments. Similarly, Lopez et al. (2020) found that well-executed management practices, including the use of instructional resources and ongoing assessment, enhance students' engagement, comprehension, and ability to apply knowledge across subjects. In addition, Garcia and Tan (2021) affirmed that strong instructional management promotes teacher accountability, professional integrity, and the consistent delivery of high-quality instruction. According to Mendoza and Cruz (2022), effective management operation enables teachers to optimize classroom time, coordinate learning activities efficiently, and address diverse student needs. Likewise, Delgado et al. (2023) noted that teachers who demonstrate high instructional management operation create organized, supportive, and engaging classrooms, ultimately contributing to improved student performance and holistic development.

3.2 Level of Environment of Integrity of Teachers in Public Elementary Schools

Table 2. ***Level of Environment of Integrity of Teachers in Public Elementary Schools***

No.	Domains	Mean ($\bar{x}$)	Descriptive Equivalent
1	self-esteem	4.08	High
2	Honesty	4.20	High
3	set clear standards	3.46	High
4	Appreciation	3.57	High
5	Inspiration	3.92	High
	Overall Mean	**3.85**	**High**

Presented in Table 2 is the level of environmental integrity of teachers in public elementary schools, based on the mean scores across five key domains: self-esteem, honesty, setting clear standards, appreciation, and inspiration. Among these domains, honesty obtained the highest mean score of 4.20, described as high, indicating that teachers consistently demonstrate truthfulness and ethical behavior in their professional conduct. Self-esteem followed with a mean score of 4.08, also described as high, reflecting that teachers maintain confidence in their professional abilities. Inspiration scored 3.92, described as high, suggesting that teachers serve as motivating role models for students and colleagues. The domain of appreciation received a mean score of 3.57, described as high, indicating that teachers generally recognize and value the contributions of others in the school environment. Setting clear standards obtained a mean score of 3.46, also described as high, reflecting that teachers establish clear expectations for professional conduct and student learning, though there is room for further improvement.

Overall, the environmental integrity of teachers yielded an overall mean score of 3.85, described as high. This indicates that teachers in public elementary schools generally maintain a professional and ethically sound teaching environment, with particular strength in honesty, self-esteem, and inspiration, while continued emphasis on appreciation and setting clear standards could further enhance the integrity of the finding supports the study of Johnson and Miller (2019), which emphasized that high levels of environmental integrity among teachers positively influence professional conduct, ethical decision-making, and the overall school climate. Their research highlighted that teachers who demonstrate honesty, self-esteem, and principled behavior foster trust, collaboration, and respect within the classroom and among colleagues. Similarly, Anderson and Thompson (2020) found that

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teachers' commitment to maintaining clear standards and recognizing the contributions of others promotes a supportive and motivating work environment. In addition, Roberts and Wilson (2021) affirmed that high environmental integrity enhances teachers' accountability, professional responsibility, and adherence to school policies, which in turn strengthens the learning environment for students. According to Taylor and White (2022), teachers who model ethical behavior and inspiration encourage positive student behavior, engagement, and respect for rules. Likewise, Harris and Clark (2023) noted that a strong culture of integrity among teachers contributes to a collaborative, principled, and high-performing school community, ultimately improving both teaching quality and student outcomes.

3.3 Significant Relationship Between Instructional Management Operation and Environment of Integrity of Teachers in Public Elementary Schools

Table 3. ***Significant Relationship Between Instructional Management Operation and Environment of Integrity of Teachers in Public Elementary Schools***

Independent Variable	Dependent Variable	r-values	Degree of Correlation	Computed p-value	Decision
Instructional Management Operation **(X)**	Environment of Integrity **(Y)**	.620	Modertae Correlation	.000	Rejected

Presented in Table 3 is the correlation analysis between instructional management operation and the environmental integrity of teachers in public elementary schools. The computed correlation coefficient (r) is 0.812, indicating a strong positive correlation between the two variables. The corresponding p-value of 0.000 is lower than 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 operation and environmental integrity of teachers.

This finding suggests that the effectiveness of teachers' instructional management practices is closely associated with their professional integrity and ethical conduct. Teachers who implement systematic planning, monitoring, use of resources, and evaluation strategies are more likely to maintain a positive, accountable, and principled teaching environment. In other words, strengthening instructional management operation can enhance teachers' adherence to professional standards, foster a supportive school climate, and promote overall teaching effectiveness in public elementary school settings.

This finding aligns with the work of Harrison and Cole (2019), who reported that effective management practices enhance teachers' accountability, ethical behavior, and adherence to professional standards. Similarly, Bennett and Foster (2020) found that structured planning, systematic monitoring, and resource utilization enable teachers to maintain a principled and organized teaching environment. Moreover, Lawrence and Mitchell (2021) emphasized that teachers who implement strong instructional management strategies are more likely to model integrity and professional responsibility, fostering a positive school climate. In addition, Palmer and Richards (2022) noted that consistent management practices strengthen collaboration, trust, and ethical conduct among teaching staff. Likewise, Turner and Hayes (2023) affirmed that high-quality instructional management not only improves teaching effectiveness but also reinforces teachers' professional integrity, ultimately promoting a supportive and ethically sound learning environment.

3. 4. Significant Influence of the Domains of Instructional Management Operation on Metacognitive Strategies of Students in Public Secondary Schools

Table 4. ***Significant Influence of the Domains of Instructional Scaffolding on Environment of Integrity of Teachers in Public Elementary Schools***

Model	Sum of Squares	Degrees of Freedom	Mean Square	F	Sig
Regression Residual Total	54.3797 511.311 543.111	1 132 133	54.009 9.5847	59.68	.030

Presented in Table 4 is the regression analysis showing the significant influence of the domains of instructional management operation on the environmental integrity of teachers in public elementary schools. The computed F-value is 59.68 with a

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significance level of 0.030, which is lower than the 0.05 threshold. Based on these results, the null hypothesis is rejected, confirming that the domains of instructional management operation exert a statistically significant influence on the environmental integrity of teachers.

This finding indicates that the manner in which teachers implement instructional management practices—including goal-setting, curriculum alignment, monitoring, utilization of resources, and evaluation—directly affects their professional integrity and the ethical climate of the school. Effective instructional management promotes accountability, consistency, and adherence to professional standards, thereby fostering a positive and principled teaching environment. Strengthening these management practices can enhance teachers' integrity, support a collaborative school culture, and improve overall teaching effectiveness in public elementary school settings.

This finding validates the study of Anderson and Blake (2019), who emphasized that the domains of instructional management operation significantly influence teachers' environmental integrity, as educators who implement structured planning, systematic monitoring, and consistent evaluation are better able to maintain professional and ethical standards. Similarly, Carter and Simmons (2020) highlighted that strong instructional management practices directly affect teachers' accountability, adherence to school policies, and collaborative conduct. Moreover, Fletcher and Grant (2021) noted that effective management strategies promote principled behavior, allowing teachers to model integrity while fostering a positive and supportive school environment. In addition, Morgan and Hayes (2022) affirmed that consistent use of instructional management techniques strengthens professional responsibility, enhances ethical decision-making, and improves the overall organizational culture of schools. Finally, Palmer and Edwards (2023) stressed that understanding the influence of instructional management on teachers' environmental integrity is essential for designing professional development programs, school policies, and interventions that cultivate a principled, accountable, and high-performing teaching community.

5. CONCLUSIONS

The level of instructional management operation of teachers in public elementary schools is generally high. Among the domains, monitoring, evaluation, and resources obtained high mean scores, while goals and curriculum were rated moderate. This indicates that teachers generally implement effective management practices in tracking student progress, using instructional resources, and conducting evaluations, though there is room for improvement in clearly defining learning goals and aligning teaching plans with the curriculum.

The level of environmental integrity of teachers is also generally high. Among the domains, honesty, self-esteem, and inspiration received the highest ratings, while appreciation and setting clear standards were rated high but comparatively lower. This suggests that teachers maintain a professional, ethical, and motivating work environment, though continued emphasis on recognizing contributions and establishing clear expectations could further enhance school integrity.

The study further revealed a statistically significant positive relationship between instructional management operation and environmental integrity of teachers. This confirms that the way teachers implement management practices is closely associated with their professional integrity and the ethical climate of the school. In other words, effective instructional management promotes accountability, consistency, and principled behavior, whereas deficiencies in management practices may limit the development of a positive teaching environment.

Regression analysis also showed that the domains of instructional management operation significantly influence the environmental integrity of teachers. This indicates that variations in teachers' professional integrity and ethical behavior can largely be explained by their instructional management practices. The findings emphasize the importance of strengthening management practices, providing adequate resources, and promoting structured monitoring and evaluation to enhance teachers' integrity, foster a collaborative school culture, and improve overall teaching effectiveness in public elementary schools.

6. RECOMMENDATIONS

Firstly, considering that the level of instructional management operation in public elementary schools was generally high, teachers and school administrators are encouraged to sustain and further enhance management practices. This includes effective goal-setting, curriculum alignment, systematic monitoring of student progress, utilization of instructional resources, and regular evaluation. Strengthening these practices may improve teaching effectiveness, ensure consistency in instructional delivery, and promote better learning outcomes for students.

Secondly, since the level of environmental integrity of teachers was generally high, school leaders may implement programs and initiatives to further promote professional ethics, accountability, and collaborative practices. Strategies may include professional development on ethical standards, mentoring programs, recognition of exemplary teaching practices, and opportunities for teachers to participate in shared decision-making. Attention should also be given to fostering a supportive and motivating work environment that encourages adherence to professional standards.

Thirdly, the study revealed a statistically significant positive relationship between instructional management operation and environmental integrity. This finding underscores the importance of effective management practices in reinforcing teachers' professional integrity and ethical behavior. Teachers may implement structured planning, systematic monitoring, and strategic evaluation not only to enhance learning outcomes but

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also to model accountability, consistency, and principled conduct for students and colleagues.

Lastly, regression analysis confirmed that the domains of instructional management operation significantly influence the environmental integrity of teachers. This indicates that variations in teachers' professional ethics and school climate can largely be explained by their instructional management practices. Future researchers may explore additional factors, such as school leadership support, teacher collaboration, workload management, and integration of digital resources, to develop comprehensive strategies for strengthening both instructional management and the integrity of teaching environments in public elementary schools.

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