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Management of learning and school performance in the reopened in-person classes SY 2022-2023 in Calamba, Laguna

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Abstract

The purpose of this study was to investigate learning management and its impact on school performance during the transition from remote learning to face-to-face learning period of five school heads and 137 teachers from five public elementary schools in cluster 8 in the Division of Calamba City, for SY 2022-2023. Teachers represented a grade level from kindergarten to grade 6. A mixed method, descriptive-correlational was used. Thematic analysis revealed 31 initial themes in the management of learning practices, which were further grouped into three main categories: classroom management, teaching strategies, and teaching-learning strategies, to explore variances in managing learning practices during in-person classes among respondents. Results showed that both school heads and teachers consistently rated classroom management, teaching strategies, and teaching-learning activities with very high practice during in-person classes, indicating an exceptional level of managing learning practices. On the other hand, school heads showed notable differences in their assessment of classroom management practices, linked to their educational attainment and training sessions resulting in exceptional performance in the 2022-2023 academic year, with minimal dropouts, high promotions, and strong academic achievements. The development plan is proposed focusing on enhancing the indicators that need to be capacitated which include continuous training for school heads and improvement teaching-learning activities and feedback mechanisms.

Keywords: in–person classes, management of learning, reopened classes, school performance, mixed sequential exploratory method

Organizational culture, knowledge sharing and employee innovative performance: Basis for machine manufacturing industry organizational learning framework

1. Introduction

Providing quality education has been defined as one of the objectives of the 2030 Agenda for Sustainable Development by the United Nations and was therefore considered key for all countries. Additionally, Armitage et al. (2021) state that education is essential for combating the pandemic and minimizing any potential social inequities it may bring. As a result, numerous scholars and professionals have noted that reopening schools was essential for combating the pandemic and minimizing any potential social inequities it might bring. As a result, numerous scholars were crucial in ensuring the public's emotional, social, physical, and academic health.

Reopening classes during the COVID-19 pandemic requires a comprehensive approach involving school administrators and active participation from staff members at all levels of the educational institution. Implementing organizational change in this context was a challenging task that demanded the dedicated engagement of school administrators and the collaborative involvement of staff members throughout the hierarchy. However, before the global pandemic caused by COVID-19, the education system in the Philippines had already been grappling with long-standing challenges for several decades. These challenges included inadequate reading comprehension skills, subpar numerical abilities, and a deficiency in measuring critical thinking skills among our students. A recent article by Kurt Dela Peña published in the Philippine Daily Inquirer (2023) highlighted the findings from the Southeast Asia Primary Learning Metrics 2019 (SEA-PLM) report. According to the report, only a mere 10% of Filipino students at the end of primary school met the minimum reading standard, while 17% achieved the minimum math standard set by SDG 4.1.1—Education Proficiency.

As an institution comprised of dedicated individuals, the Department of Education (DepEd) remained steadfast in its commitment to ensuring educational continuity amid these challenges. This commitment was reflected in DepEd Order No. 12 s. 2020, known as the Adaptation of Basic Education Learning Continuity Plan (LCP) for SY 2020-2021, which serves as a guiding framework. Furthermore, DepEd Order No. 034, s. 2022 mandated compliance with specific guidelines and aimed to encourage parents to allow their children to participate. The purpose of the research was to identify how learning was managed and how the school performed in the reopened in-person classes and to offer a plan to the respondent schools to consider it when the need arises. The main objective of this research was to collect data that helped in creating a development plan to assist the schools in cluster 8 of the Division of Calamba City in delivering quality basic education. To fully understand the situation of schools in cluster 8 of the Division of Calamba City, this research investigated how the school heads were able to manage the reopening of classes in terms of classroom management, teaching strategies, and teaching–learning activities.

Statement of the Problem - The present study aimed to determine the school heads' management of learning and its relation to the performance of the public elementary schools in cluster 8 of the Division of Calamba City during the reopening of classes in the school year 2022-2023. In particular, the study seeks to answer the following questions: (1) How is the management of learning during in-person classes? (2) What is the respondents' level of demographic profile in terms of Age, Sex, Job Position, and Educational Attainment? (3) What is the respondents' level of management of learning practices during the in-person classes along with the following: Classroom Management, Teaching Strategies, and Teaching-Learning Activities? (4) What is the performance of cluster 8 schools in the division of Calamba City during the school year 2022 – 2023 in terms of Drop – Out Rate, Promotion Rate, and Achievement Rate? (5) Is there a significant difference in the level of school heads' management of learning practices assessment during the in-person classes as perceived by the respondents when grouped according to their profile? (6) Is there a significant relationship between the level of school heads' management of learning practices during the in-person classes and the school performance? (7) Based on the findings of the study,

what development plan can be proposed??

Significance of the Study - The researcher believes that the findings of the study will benefit the: The school heads and the public school district supervisor of the study were able to determine the practices of the management of learning during the in-person classes. The study may also give them information concerning how the management of learning in in-person classes impacts the performance of the school. The result may serve as their basis for facilitating various technical assistance for the teachers who must improve their ability to manage the learning in the said modality and to conduct training/s for the school heads on how to improve the school performance. The findings of the study will provide sufficient information to the school and the district to craft the Programs, Projects, and Activities (PPAs) that will improve the implementation of the in-person classes considering the safety and learning of all students in the school. All the PPAs will be crafted and implemented to enhance the implementation of the limited face-to-face classes that are always intertwined with improving the performance of learners and the performance of the school. The study will alert the authorities as to how teachers manage learning in their classrooms during in-person classes. As a result, the authorities will be able to design specific projects and programs that can be downloaded up to the school level and may assist the instructors in providing their students with real examples of how to do it in their courses. This may result in easy implementation when educating their students, leading to a more successful teaching, and learning process.

This study will enable informed parenting, support the creation of a conducive learning environment, foster collaboration with educators, provide academic support, strengthen parent-child bonding, empower advocacy and decision-making, and promote a lifelong learning mindset. These benefits enhance parental involvement in their child's education and contribute to the overall growth and success of their children. For future researchers, they may also benefit from using the findings of the study as a basis for the conduct of further or similar studies.

Scope and Delimitation of the Study - This study focused on determining the management of learning practices during in-person classes and its relation to school performance. Also, this study was limited to the five elementary schools of cluster 8 of the Division of Calamba City for the school year 2022-2023. There were three school heads, two principals, and 137 teachers, within five schools from kindergarten to Grade 6, as well as the school head, respectively. The independent variables included practices involved in classroom management, teaching strategies, and teaching-learning activities. The analysis and discussion centered on the gathered assessments regarding the level of practices of the management of learning during the in-person classes from the three groups of respondents through a survey questionnaire administered by the researcher. The study also sought to determine the difference in the assessment of the level of practices in the management of learning in terms of classroom, teaching strategies, and teaching-learning activities. Furthermore, the study also determined the challenges encountered and the coping mechanisms performed by the teachers relative to the management of learning in the in-person classes through interviews facilitated with the respondents. This study was conducted throughout the SY 2022-2023, as the reopening started in August 2022 and the school performance was measured at the end of the school year in July 2023.

2. Methodology

Research Design - This research used a mixed-sequential exploratory research method, which aims to develop an instrument from the interview results of the respondents (Galay, 2022), moreover, descriptive-correlational was used to discover relationships among variables and allow the prediction of future events from present knowledge. A survey questionnaire helped the researcher gather data and information on the management of learning practices and their relationship to school performance in cluster 8 of the Division of Calamba City. The qualitative research method aimed at identifying the management of learning during in-person classes, while the quantitative method aimed to determine the level of school heads' management of learning practices and school performance and the relationship existing between them. Also, it was evident in the interview which was made as an initial prompt in creating the research questionnaire. The study is descriptive because the researcher observed, described, and documented various aspects of a phenomenon and correlational in the sense that the designs involved the

systematic investigation of the nature of relationships, or associations between and among variables, rather than direct cause-effect relationships only. The quantitative research method was used to determine, describe, and analyze the school heads' management of learning and school performance.

Respondents of the Study - The respondents of the study consisted of five school heads and 137 teachers from five public elementary schools in cluster 8 in the Division of Calamba City, for SY 2022-2023. Teachers represented a grade level from kindergarten to grade 6. The study had a total of 142 respondents, and they were purposively selected based on their assigned grade level of kindergarten to grade 6.

Research Instrument - This study used three sets of instruments. The primary tool used by the researcher to collect data and information was an interview guide. This tool served as a valuable resource for formulating the research questionnaire for the quantitative phase. Since the study used the researcher-made questionnaire, it underwent validation from graduate school professors who investigated all its alignment with the statement of the problem. Their comments and suggestions were considered for the finalization of the instrument before it was administered among the respondents. The researcher also runs a reliability test to determine the consistency of the questionnaire. In the quantitative phase, a researcher-made questionnaire served as the secondary instrument and it consists of two parts, each serving a distinct purpose. The first part of the instrument focused on gathering information about the respondents' profiles, providing valuable insights into their backgrounds and characteristics. The second part of the questionnaire aimed at assessing the level of school heads' management of learning during the in-person classes. This assessment encompassed various aspects such as classroom management, teaching strategies, and teaching-learning activities. The tertiary instrument used in this study was the school performance in terms of drop-out rate, promotion rate, and achievement rate. This was obtained from each respondent's school. The researcher obtained performance indicators that are related to the management of learning such as classroom management, teaching strategies, and teaching and learning activities in the school year 2022-2023, the first year of implementing the full in-person classes.

In addition, graduate school professors at Divine Word College of San Jose, Occidental Mindoro validated the questionnaire created by the researcher. Their feedback and recommendations were integrated into its draft. Moreover, the instrument was administered once to thirty teacher-respondents. Using the split-half method considering the odd-even scheme, the Spearman-Brown coefficient of equal length was been computed for item reliability. The three components of the questionnaire having ten items each showed a high acceptability level on the reliability test. The results of the reliability analysis are presented in Table 1. Based on the high reliability results from 0.719 to 0.826 coefficients, the questionnaire can then be administered to the final set of respondents.

Table 1
Reliability Results of the Instruments

Items	Reliability Coefficients*	Number of Items	Interpretation
A. Classroom Management	0.826	10	High Reliability
B. Teaching Strategies	0.771	10	High Reliability
C. Teaching-Learning Activities	0.719	10	High Reliability

*Spearman Brown Coefficients of Equal Length

Data Gathering Procedure - Prior to gathering data, the researcher secured the consent of her thesis adviser before she started the administration of the interview before distributing the questionnaire forms. Permission to conduct the study was done through a letter to the schools' division superintendent, and school heads and a letter of request to the respondents. After being approved, the researcher personally distributed the questionnaires. They were retrieved after a week, tabulated, treated, and analyzed to get the results of the research.

Statistical Treatment of the Data - In the qualitative phase, thematic analysis was used to identify the variables. Moreover, the quantitative research method was used to determine, describe, and analyze the school heads' management of learning and school performance. In the quantitative phase, frequency and percentage were used to present the profile of the respondents. The simple mean was used to determine the assessment of the respondents on the level of learning management practices during the in-person classes, while the Pearson-r and One-way

ANOVA were used to determine the relationship and differences between variables. To determine the level of school heads' management of learning during the reopening of the school year, the 5-point Likert scale was used.

Ethical Considerations - The right to conduct the study was strictly adhered to through the approval of the school division Superintendent of the division and school heads. Orientation of the respondents and administration of the questionnaire were done face-to-face. Issues and concerns were addressed. After completing the survey questionnaire forms, the researcher collected them.

3. Results and Discussions

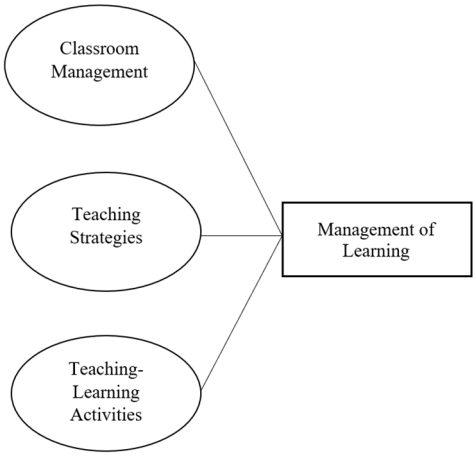


Figure 1. Final Thematic Map for the Management of Learning

After the descriptions were categorized, the final thematic map as reflected in figure 1 reveals three main themes that describe management of learning practices. The final themes are presented in semi-circular figures. These include classroom management, teaching strategies and teaching-learning activities. Elek and Page (2019) reaffirmed that effective coaching, integral to managing learning practices for school heads, should provide educators with opportunities to apply new skills. It should also aid in supporting them to introspect on their practices and establish self-directed goals. As a matter of fact, Weiner et al. (2021) expand comprehension of leadership by elucidating its role in fostering conducive learning environments. Their research sheds light on how our pre-COVID-19 system might have either facilitated or hindered school leaders' ability in diverse settings to foster transformative learning. Consequently, this research holds significant implications for the support required by leaders and teachers during the ongoing transition as schools' endeavor to reopen safely amid continued uncertainty.

Table 2
Descriptive statistics (n=142)

Age (in years)	Frequency	Percent
21-30	30	21.1
31-40	59	41.6
41-50	42	29.6
51-60	11	7.7
Sex		
Male	19	13.4
Female	123	86.6
Job Position		
Teacher I	90	63.4
Teacher II	21	14.8
Teacher III	24	16.9
Master Teacher 1	1	.7
Master Teacher 2	1	.7
Head Teacher 3	3	2.1
Principal 1	1	.7
Principal 3	1	.7

Educational Attainment		
BEED/BSED	77	54.2
BEED/BSED with units in Master's degree	31	21.9
Master's Degree	27	19.0
Master's Degree with units in Doctorate degree	3	2.1
Doctorate Degree	4	2.8
Number of Trainings Attended		
None	10	7.0
1 – 3	101	71.2
4 – 6	16	11.3
7 – 9	11	7.7
10 – 12	3	2.1
13 – 15	1	.7

Table 2 shows the frequency and percent distribution of respondents' profiles by age (in years), sex, job position, educational attainment, and number of trainings attended. The respondents of the study consist of 137 teachers and 5 school heads from Cluster 8 of Calamba City. In terms of age, the biggest group of respondents falls under the 31-40 bracket with 59 or 41.6%. This is followed by 42 (29. 6%) of them who belong to the age group 41-50. The youngest group, 21-30 is comprised of 30 or 21.1% while the least frequency of 11 or 7.7% belongs to the oldest age bracket of 51-60. This implies that a substantial majority of respondents, accounting for 71.2%, fall between the ages of 31 and 50. Consequently, the study's outcomes may largely mirror the viewpoints and practices of mid-career educators within this age bracket. However, the lower presence of younger (21-30 years old) and older (51-60 years old) educators at 21.1% and 7.7% respectively, suggests a potential underrepresentation of their perspectives.

This imbalance could impact the overall breadth and diversity of viewpoints reflected in the study's findings. Bubb and Jones (2020) emphasized the importance of diverse participant representations in educational studies. They noted that the underrepresentation of certain age groups, such as younger and older educators, can limit the comprehensive understanding of educational practices and may result in biased conclusions. Additionally, a study by Garcia (2020) highlighted the unique perspectives and teaching styles of different age groups among educators. They emphasized that each age cohort brings distinct experiences and approaches to the education landscape, indicating that an imbalanced representation of age groups might limit the breadth of insights gained from the study.

In terms of sex, female teachers included in the study comprise a bigger group than their male counterparts. This is evidenced by the 86.6% of females over the 13.4% of males. The teaching profession is more popular with women than with men. As supported by the research conducted by Tambak et al. (2022), a consistent trend where the teaching profession has a higher representation of female educators compared to male educators. Their study indicated that societal perceptions, stereotyping, and historical gender roles might contribute to this imbalance. This implies that within the scope of this study, a significantly larger proportion of female teachers participated compared with male teachers, with females constituting 86.6% of the sample versus males at 13.4%. The stark gender imbalance in this representation suggests a prevalent trend where the teaching profession appears to be notably more favored and pursued by women than men.

The composition of teachers starts with the lowest rank of Teacher I up to the highest position as Principal 3. The largest percentage comes from the group of Teacher I with 90 or 63.4%, followed by Teacher III with 24 or 16.9% and Teacher II with 21 or 14.8%. There are only two or 0.7% each who have reached the position as Master Teacher. School heads comprise of three head teachers and two principals. The distribution of teachers across various ranks indicates a substantial concentration at the lower echelons, primarily within the roles of Teacher I, Teacher II, and Teacher III. The significant majority, representing 63.4%, holds the entry-level position of Teacher I, followed by Teacher III and Teacher II. The markedly low representation at the higher ranks, such as Master Teacher, signals a scarcity of educators reaching these upper tiers. As investigated by Szeto (2022) the impact of hierarchical imbalances on leadership effectiveness within schools. Their study suggested that an unequal distribution of educators across ranks can influence decision-making processes and the overall effectiveness of

leadership structures. This implies hindering potential advancements, mentoring opportunities, and the cultivation of effective leadership within the educational system, potentially influencing the quality and direction of education provided.

The distribution of educational attainment levels among the respondents highlights a prevalent retention of bachelor's degrees, with a smaller yet noteworthy representation in postgraduate studies. The findings indicate varying levels of progression within higher education, emphasizing a diverse educational landscape among the surveyed population. Such insights into educational achievements can offer valuable perspectives on the academic pursuits and qualifications of educators within the studied cohort. This implies that there is a need for initiatives that encourage and support continuous professional development and higher education attainment among educators. Strategies aimed at facilitating access to and completion of advanced degrees could enhance the overall quality of education and expertise within the teaching workforce, contributing to improved educational practices and outcomes. Nguyen et al. (2022) studied the relationship between educators' educational attainment and career progression. Their research highlighted the significance of advanced degrees in opening up leadership opportunities within educational settings. As a matter of fact, Ramos et al. (2020) discussed how higher educational attainment among teachers positively correlates with improved teaching practices and student outcomes. This study emphasized the importance of advanced degrees in enhancing teaching quality.

A large percentage 71.2 or 101 respondents have attended one to three trainings in the duration of the in-person classes. However, 10 or 7% of them were not able to attend trainings at all. There are 16 or 11.3% and 11 or 7.7% who managed to complete from four to nine trainings. So far, four of them (2.1% and 0.7%) were fortunate to have the greatest number of attendances from 10 to 15 trainings. It should be noted that trainings and workshops are deemed fundamental to widening the teachers' horizons. The significance of these findings lies in recognizing the varying degrees of engagement among educators in these training opportunities. Notably, training and workshops are acknowledged as fundamental tools for expanding teachers' knowledge and skills. The data underscore the importance of providing and promoting diverse and accessible training opportunities to cater to the varying needs and capacities of educators, ultimately enhancing their professional development and instructional capabilities. This implies that there is a need for equitable access to professional development, targeted support for educators with limited participation, and the overall promotion of continuous learning to enhance teaching quality and instructional effectiveness within educational settings. Kennedy (2016) discussed how programs are often categorized based on various design features or theories of action, shedding light on the need to not just categorize based on surface-level features but to analyze the underlying theories of teaching and learning. It also suggests that while certain design elements might be popular, they may not necessarily correlate with program effectiveness, and it stresses the role of different pedagogies in facilitating effective teaching practices.

Table 3

Respondents' management of learning practices during the in – person classes in terms of classroom management

Indicators	School Heads		Teachers	
	Weighted Mean	Verbal Description	Weighted Mean	Verbal Description
1. I lead in the preparation of conducive teaching and learning environment.	5.00	Very High	4.60	Very High
2. I ensure an effective and efficient implementation of the PAs in the School.	4.80	Very High	4.68	Very High
3. I spearhead coordinating the curriculum in the schools.	4.80	Very High	4.63	Very High
4. I conduct religious (Once a Week) checking of teachers' lesson plan (DLL)	4.80	Very High	4.74	Very High
5. I lLead Quarterly Monitoring of Classes using acceptable tools (SMEA) for adjustment.	4.80	Very High	4.61	Very High
6. I advocate comprehensive knowledge of and acts as a resource person for, policies guidelines and procedures that relate to the implementation of safe and secure learning environment for learners	5.00	Very High	4.77	Very High
7. I facilitate the use of effective practices to foster learning environments that promote fairness, respect and care to encourage learning	5.00	Very High	4.55	Very High
8. I ensure exemplary practices in the management of classroom structure and activities, leads colleagues at the whole – school level to review and evaluate their practices	4.80	Very High	4.62	Very High

9. I facilitate processes to review the effectiveness of the school's learning environment to nurture and inspire learner participation	4.80	Very High	4.65	Very High
10. I lead and empowers colleagues in promoting learning environment that effectively motivate learners to achieve quality outcomes by assuming responsibility	4.80	Very High	4.65	Very High
Composite Mean	4.86	Very High	4.65	Very High

Scale on Level of Practice: 4.50-5.00- Very High (VH); 3.50-4.49- High (H); 2.50-3.49- Moderate (M); 1.50-2.49 – Low (L); 1.00-1.49- Very Low (VL)

Table 3 shows the level of management of learning practices during the in-person classes in terms of classroom. The table shows that the mean level of management of learning practices is very high for both school heads with a 4.86 weighted mean and teachers with a 4.65 weighted mean. This suggests that the teachers and school heads are very effective at managing their classrooms.

It can be noted that the two groups show comparability considering how they put a premium to the management of classes at the cluster 8 elementary schools of Calamba City, province of Laguna. Mansor et al. (2012) study suggests the need to include six new classroom management behaviors of an effective teacher. Though these findings are based on one teacher, they are justifiable by the rigorous data collection method used and deserve follow-up. Thus, we believe that a further research is inevitable to enable comparisons to be made, and such findings would be more conclusive in developing a complete list of the characteristic of an effective teacher, specifically on classroom management. The importance of the physical presence of a teacher and interpersonal communication is likewise very highly regarded. According to Halonen (2013), eco-behavioral analyses revealed that (a) teacher's presence was negatively associated with positive peer interactions; (b) teacher's absence was positively associated with negative peer interactions; (c) positive change of peer interactions was more likely to occur when the teacher was present; (d) children showed more positive peer interactions during child-directed activities than during adult-directed activities or daily routines and transitions; and (e) teacher's social scaffolding was positively associated with children's positive peer interactions although it occurred only for 3.61% of the intervals during which the teacher was in close proximity to children. In addition, although the likelihood for children's positive interaction was over 2 times higher in child-directed activities in comparison to adult-directed activities, teacher's presence still seems very important to inhibiting negative peer interactions.

Table 4

Respondents' management of learning practices during the in-person classes in terms of teaching strategies

Indicators	School Heads		Teachers	
	Weighed Mean	Verbal Description	Weighted Mean	Verbal Description
1. I manage improvement in the learners' performance.	5.00	Very High	4.64	Very High
2. I shares a comprehensive selection of effective teaching strategies that promote learner achievement in literacy and numeracy	5.00	Very High	4.74	Very High
3. I provide advice on, and mentor colleagues in the effective analysis and use of learner attainment data.	5.00	Very High	4.46	High
4. I lead in reviewing, modifying and expanding their range of teaching strategies that promote critical and creative thinking, as well as other higher order thinking skills	5.00	Very High	4.63	Very High
5. I lead to explore, design and implement effective practices and programs using information derived from assessment data.	5.00	Very High	4.29	High
6. I lead in professional discussions to plan and implements strategies that enrich teaching practice.	4.80	Very High	4.38	High
7. I conduct validation of teaching strategies through class observation.	4.80	Very High	4.71	Very High
8. I lead initiatives in the evaluation of strategies consistent with curriculum requirements.	4.60	Very High	4.61	Very High
9. I lead initiatives to support teachers in applying strategies that effectively provide timely, accurate and constructive feedback to learners to improve learning achievement.	l4.40	High	4.70	Very High
10. I share with teachers a wide range of strategies that ensure effective communication of learner needs, progress and achievement to key stakeholders, including parents/guardians.	4.60	Very High	4.77	Very High
Composite Mean	4.82	Very High	4.59	Very High

Scale on Level of Practice: 4.50-5.00- Very High (VH); 3.50-4.49- High (H); 2.50-3.49- Moderate (M); 1.50-2.49 – Low (L); 1.00-1.49- Very Low (VL)

Table 4 displays the management of learning practices concerning teaching strategies during in-person classes. The indicators showcased a predominantly high level of practice among respondents, with school heads achieving a composite mean of 4.82 and teachers achieving 4.59. While teachers scored three items at a high level, both groups overall demonstrated exemplary practices in managing learning, specifically in the implementation of teaching strategies within schools. The above finding brings into light the importance of effective teaching strategies in the teaching-learning environment. This has been put into emphasis in the studies of Ramos et al. (2020) which underscored teaching and learning as multi-faceted phenomena, and that effective teaching does not only involve the use of tools, tactics, and strategies to enhance student learning, but also an awareness on students learns, absorb information, what drives them to learn more, and what impedes the learning process. In addition, teachers who initiate techniques and strategies to create a meaningful and favorable environment in which the educational process can take place successfully and achieve the desired teaching-learning environment. While acknowledging that every teacher has his or her unique teaching strategies, according to Redd et al. (2021) there is already an increasing number of teachers who are modifying their approach based on their students' learning needs and who adapt differentiated instruction. This is also evidenced in the findings of Benito et al. (2020) which noted that effective teaching demands flexibility, creativity and responsibility to provide an instructional environment that adapts to the particular requirements of the learner and with cooperative learning strategies, authentic learning tasks, use of technology in the classroom, student-led conferences coupled with student portfolios and student self-assessment, all these can promote and encourage students to be highly engaged in their own learning.

As presented in Table 5, the management of learning practices during the in-person classes in terms of teaching-learning activities has been rated very highly by both school heads (mean=4.96) and teachers (4.72). This indicates that the schools showed exemplary practices in the management of learning specifically in the teaching-learning practices.

Table 5

Respondents' management of learning practices during the in-person classes in terms of teaching-learning

Indicators	School Heads		Teachers	
	Weighted Mean	Verbal Description	Weighted Mean	Verbal Description
1. I share exemplary practice and lead teachers in enhancing current practices in planning and management of developmentally sequenced teaching and learning process.	4.80	Very High	4.78	Very High
2. I provide advice in the design and implementation of relevant and responsive learning programs that develop the knowledge and skills of learners at different ability levels	4.80	Very High	4.79	Very High
3. I lead in conducting teaching learning-focused research or continuous improvement program	5.00	Very High	4.47	High
4. I lead in the development and evaluation of teaching and learning resources, including ICT, for use within and beyond the school.	5.00	Very High	4.73	Very High
5. I ensure the distribution and utilization of quality assured teaching and learning resources: Learning Activity Sheets (LAS), Self-learning materials (SLMs)	5.00	Very High	4.73	Very High
6. I lead in the development of quality assured learning materials.	5.00	Very High	4.71	Very High
7. I conduct religious (Once a Week) checking of teachers' lesson plan (DLL)	5.00	Very High	4.73	Very High
8. I conduct regular (quarterly) validation of teaching-learning activities through class observation.	5.00	Very High	4.76	Very High
9. I offer technical support for teaching that relates to curricula, practice, and performance.	5.00	High	4.76	Very High
10. I encourage teachers to be open with different modalities that may come -up because of the sudden crises in education.	5.00	Very High	4.78	Very High
Composite Mean	4.96	Very High	4.72	Very High

Scale on Level of Practice: 4.50-5.00- Very High (VH); 3.50-4.49- High (H); 2.50-3.49- Moderate (M); 1.50-2.49 – Low (L); 1.00-1.49- Very Low (VL)

The teaching and learning process, according to Munna and Kalam (2021) can be defined as a transformation process of knowledge from teachers to students and is referred to as the combination of elements within the process where an educator identifies and establishes the learning objectives and develops teaching resources and implement the teaching and learning strategy. School heads accord a perfect mean of 5.0 to various key

responsibilities, including leading teaching-focused research, developing learning resources, ensuring teaching materials' quality, checking lesson plans weekly, validating teaching activities quarterly through observations, providing technical support, and fostering adaptability during educational crises.

The respondents' very high regard for the teaching-learning activities in the in-person classes corroborates with the findings of Teves et al. (2021) and Dale et al. (2021). First, while the learner is viewed as an individual with the potential, ability, interest, and incentive to extract and develop through the learning process, the source of learning should not just be focused on the teacher, but on broad-based learning that includes the use of technological instruments to promote learning and to expand the learner's information and expertise. Next is the importance of the learners' choice of how they will continue their studies, meet the requirements, and present proof of their learning results. Flexible teaching and learning encompass a wide range of techniques that can cater to the varying needs of students. There is some degree of choice in the curriculum that includes material, learning strategies, evaluation, and the use of modern information and communication technology to enable a variety of learning strategies. Since the teaching and learning process takes on a new form, McEntire (2021) underscored that in times of crisis, schools need to be resilient when disasters and crises strike and come up with new ways to carry on with teaching and learning activities.

Table 6

Difference in the Level of School Heads' Management of Learning Practices Considering Classroom Management, Teaching Strategies, and Teaching Learning Activities According to Demographic Profile

Profile- (Classroom Management)	F-value	*p*-value (Sig.)*	Interpretation
Age	1.950	.124	Not Significant
Sex	.080	.777	Not Significant
Educational Attainment	2.640	.036	Significant
Job Position	.615	.743	Not Significant
Number of Trainings	8.138	.000	Highly Significant
Profile- (Teaching Strategies)	F-value	p-value (Sig.)*	Interpretation
Age	2.043	.111	Not Significant
Sex	.103	.748	Not Significant
Educational Attainment	2.737	.031	Significant
Job Position	.731	.646	Not Significant
Number of Trainings	6.768	.000	Highly Significant
Profile- (Teaching Learning Activities)	F-value	p-value (Sig.)*	Interpretation
Age	2.297	.080	Not Significant
Sex	.361	.549	Not Significant
Educational Attainment	3.112	.017	Significant
Job Position	.432	.881	Not Significant
Number of Trainings	8.145	.000	Highly Significant

Legend: *Significant at p-value<.05

Table 6 shows the results of the one-way analysis of variance for the classroom management, teaching strategies, and teaching learning activities indicators. Based on the first indicator, the school heads and teachers of the elementary district schools in Calamba have comparable assessments of classroom management during the in-person classes. This implies that regardless of their age whether young or old, sex, be they male or female, and job position, whether they hold the lowest or top position, they can similarly manage classes according to DepEd's expectations. However, taking into account the number of trainings the respondents have attended, a highly significant difference is reflected in the assessment on classroom management with a large F-value of 8.138 and *p*-value of .000. When grouped by educational attainment, a significant difference is also noted having an F-value of 2.640 at the .036 significance level. It is more likely that respondents have differing perceptions of classroom management depending on their educational attainment and the frequency of training they have completed during the in-person classes. While effective classroom management significantly influences the overall performance of a school based on Wada's (2016) study, the capability of school administrators differs as regards leading teachers in managing classrooms, evaluating teaching methods, providing mentorship, and coaching, and validating teaching and learning materials which translate into improved learners' performance. This is also supported by Galang's (2014) findings that while it is true that some teachers adjust easily to classroom management, their

colleagues perceive them to have intrinsic talents like planning, and organizing, as well as a talent for teamwork, and as such, these must be exercised to become proficient. However, it necessitates a tremendous deal of dedication, initiative, and the desire of teachers to adapt, as well as creative thought and action.

In terms of one-way analysis of variance teaching strategies for the teaching strategies, the F-value for age is 2.043 and the p-value is 0.111, which is greater than 0.05. This means that the difference in the level of school heads' management of learning practices assessment during the in-person classes considering teaching strategies according to age is not statistically significant. While in the difference in the level of school heads' management of learning practices assessment during the in-person classes considering teaching strategies according to educational attainment is statistically significant. The F-value for sex is 0.103 and the p-value is 0.748, which is greater than 0.05. This means that the difference in the level of school heads' management of learning practices assessment during the in-person classes considering teaching strategies according to sex is not statistically significant. However, in terms of the difference in the level of school heads' management of learning practices assessment during the in-person classes considering teaching strategies according to several trainings is statistically highly significant. This implies that the level of school heads' management of learning practices assessment during the in-person classes considering teaching strategies is influenced by the educational attainment and number of training of the school head. Like any other organization that has employees, schools have teachers. In a research conducted by Ahmed et al. (2020), the results showed that employee engagement has a significant and positive impact on organizational performance. Further, it was found that knowledge sharing like training, mentoring, and coaching has a significant and positive impact on organizational performance. In addition, Kartini et al. (2020) found that there is a significant influence between the principal's leadership and the teachers' performance; there is a significant influence between academic supervision and the teachers' performance; there is a significant influence between the professional competence and the teachers' performance; and 4) there is a significant influence on principal's leadership, academic supervision, and professional competence simultaneously to teachers' performance.

Lastly, considering teaching-learning activities, once again, no significant differences in the respondents' assessment were found as evidenced in the grouping by age (F=2.297, *p*=.080), sex (F=.361, *p*=.549), and position (F=0.431, *p*=.881). The *p*-values exceeded the 0.05 level and cannot be considered significant. Meanwhile, educational attainment (F=3.112, *p*=.017) and the number of trainings attended (F=8.145, *p*=.000) posed significant differences in the respondents' perception of teaching-learning activities. New teaching-learning activities may have been introduced in the trainings and these have been used by the teachers in the in-person classes. This may lead to the teachers' improved management of learning practices. While teaching expertise requires technical skills that support instruction, according to Brown and Palincsar (2018), there is little consensus regarding the specific teacher characteristics that consistently lead to student achievement, although the importance of teacher subject-matter knowledge is considered. Regarding teacher education and its effect on teaching, multiple approaches to teacher training differ in terms of course content, and duration of training, to name a few. The results showed differences in the management of learning practices when respondents were grouped according to their education and training attended. However, a study by Graham et al. (2020) revealed no evidence of lower teaching quality for beginning teachers with zero to three years of experience, but some evidence of a decline in teaching quality for teachers with four-five years of experience. The findings of their study suggested that the quality of teaching could be higher overall and that targeted support and evidence-informed professional learning would benefit all teachers.

Based on the Cluster 8 schools' performance during the school year 2022-2023 in terms of drop-out rate, elementary schools in Mapagong and Laguerta recorded zero dropout. The highest drop-out rate came from Majada Elementary School with 1.3%. This is followed by 0.44% and 0.12% from Hornalan and Palo-Alto Elementary schools. The five schools recorded a minimal average drop-out rate of 0.37 which is a good indication that the pupils were able to continue and finish their studies in their respective schools. The elementary schools in Palo-Alto, Mapagong and Laguerta recorded a 100% promotion rate. This is a good indication that these schools were able to maintain the enrolment size from the start until the end of the school year. The remaining schools in Majada

and Hornalan yielded 99% and 97.83%. This means that only very few pupils were not able to get the passing mark to qualify them for promotion to the next grade level.

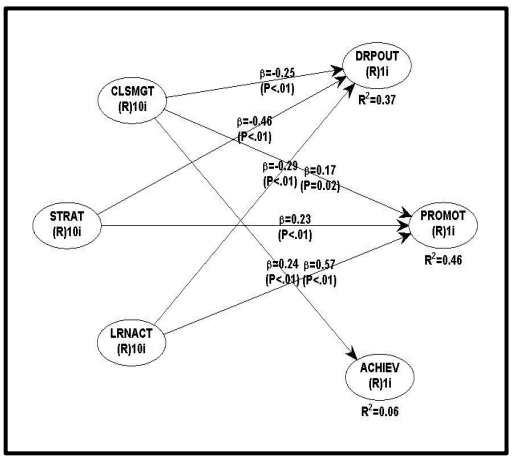
The results of the promotion rate, as stated by Yell (2019), connote that the schools have successfully helped the learners complete the requirements to step into the next grade level. The basis of the achievement rate is the National Achievement Test. Ratings are classified as marginal, average and high. In terms of achievement rate, the highest rate is contributed by Palo-Alto Elementary School with 87.49. This is followed by 85.89 and 85.73 from Mapagong and Hornalan Elementary Schools, respectively. These schools have obtained high achievement in 2022-2023. Meanwhile, Laguerta and Majada Elementary School recorded 61.81 and 70.05 which denote average achievement. The overall achievement rate of the five schools is 78.19 and is generally high. While the achievement test results represent the students' achievement, some teachers, as revealed in the study of Posner (2011), perceive their professional success through their students' learning outcomes. Teachers find fulfillment when they can help their learners successfully pass the test, and this is supported by Riswanto and Aryani (2017) stating that the learners' success mirrors the success of the teachers and the school.

Table 7
Performance of Cluster 8 Schools in Division of Calamba City During School Year 2022 – 2023

Elementary School	Dropout Rate	Promotion Rate	Achievement Rate*
Palo-Alto	0.12	100.00	87.49
Mapagong	0.00	100.00	85.89
Majada Out	1.30	99.00	70.05
Laguerta	0.00	100.00	61.81
Hornalan	0.44	97.83	85.73
Mean Rate	0.37	99.37	78.19

*Marginal: 26%-50%; Average: 51%-74%; High: 75%-100%

The performance of the schools in Cluster 8 of the Division of Calamba City simply proves that the schools were able to keep exerting efforts to sustain their overall performance. It may be that they have employed an effective mechanism to monitor their school performance. For instance, according to Behiga (2022), since public schools have regarded the National Achievement Test as a basis for their school's learning outcomes, various projects and programs have been created and designed to attain higher performance in this standardized test.



***Significant at p< 0.05*

Figure 2. Structural Model

A new model as shown in figure 2 emerges as a result of the structural equation analysis. Among the three latent variables representing the level of school heads' management of learning practices, only classroom management was directly related to the three components of school performance. The beta coefficients (β) recorded moderate to low values from 0.571 to 0.166. Teaching strategies and teaching-learning activities directly affected the school's performance in terms of drop-out rate and promotion rate. Table 8 shows a significant direct

effect of the school heads' management of learning practices through classroom management, teaching strategies, and teaching-learning activities on the school performance in drop-out and promotion rates. It should be noted that the coefficients of the effect size range from 0.02, 0.15 to 0.30 which means from small, medium to large. The effect sizes from 0.057 to 0.285 indicate small to medium effects of the school heads' management of learning practices on the school performance in drop-out and promotion rates.

Significant effects are observed for all the paths as reflected by the *p*-values from <0.001 to 0.021. improvement. Very low standard errors are also reflected which ranged from 0.074 to 0.081. The adjusted R^2 of 0.06, 0.37, and 0.46 denote the small to moderate percentages of variations in the school performance on drop-out, promotion and achievement rates, respectively, which can be attributed to the percentage of variations in the management of learning practices. The significant contribution of teaching strategies to school performance shows similarity in the findings of Redd et al. (2021), Ramos et al. (2020), and Benito et al. (2021) where they underpinned the compatibility of effective teaching strategies with the students' learning styles, the teachers' awareness of context on how students learn, absorb information and what impedes the learning process, the introduction of differentiated instruction modifying their approach based on student's learning needs, and initiating techniques and strategies that create a meaningful and favorable environment for the learners. On the whole, the school heads' management of learning practices was significantly related to the status of the school's performance during the school year 2022-2023.

Table 8

Standardized Estimates of the Path in the Model

Hypotheses	Standardized Estimates (β)	Standard Error	*p*-value	Effect Size**
CLSMGT→DRPOUT	-0.245	0.079	0.001	0.094
CLSMGT→PROMOT	0.166	0.081	0.021	0.079
CLSMGT→ACHIEV	0.239	0.079	0.002	0.057
STRAT→DRPOUT	-0.460	0.076	<0.001	0.191
STRAT→PROMOT	0.229	0.080	0.002	0.102
LRNACT→DRPOUT	-0.291	0.079	<0.001	0.088
LRNACT→PROMOT	0.571	0.074	<0.001	0.285

Legend: Effect size coefficient **0.02 – small, 0.15 – medium, 0.30 – large

Table 7

Proposed Development Plan for School Heads

Strengths	Development Needs	Learning Objectives	Intervention	Time Line	Resources Needed	Persons Involved
Adaptability to new methods, technology, and trends in education guarantees the continued relevance and significance of analyses	Develop your project management abilities to supervise research projects more successfully.	Offer a disciplined framework for professional growth in the efficient interpretation and application of learner attainment data, guaranteeing a comprehensive skill set and ongoing development in the role of mentor.	Establish peer learning circles where colleagues can collaborate, share insights, and learn from each other's experiences.	Every Quarter	MOOE Canteen	School Head Division Personnel
Vision and Planning	Interpretation Skills	The framework that is organized for acquiring the knowledge and abilities required to successfully oversee the investigation, creation, and application of procedures and initiatives utilizing data from assessments.	Establish a feedback system that enables leaders to receive regular feedback on their planning, and execution activities.	Every Month	MOOE Canteen	School Head Division Personnel
Facilitative Leadership	Improving Digital Knowledge for Innovative Teaching	give professionals the tools they need to facilitate professional conversations that lead to the successful	Recognition and incentives	Every Month	MOOE Canteen	School Head Division Personnel

		development and execution of initiatives that enhance instruction by integrating technology.				
Data-Informed Decision-Making	Advanced Research Methodology Skills	Develop Proficiency in Conducting Effective Educational Research	Enhancing Leadership in Teaching-Learning Focused Research	Once a Year	MOOE Canteen	School Head Division Personnel

School heads play a crucial role in the educational system as leaders within their schools. Their development is essential for several reasons. School heads need to continuously develop their skills to effectively lead and manage a school. This development plan is made for the school heads to be able to offer a disciplined framework for professional growth in the efficient interpretation and application of learner attainment data, guaranteeing a comprehensive skill set and ongoing development in the role of a mentor. One of the most significant aspects of professional and personal development is employee training. Employees may have specific skill sets, yet they may be required to learn on the job. As an employer, the best you can get out of an employee is to determine not just by the skill set they already have, but also by the skill set they can grow through time. The ideal way for employee development and improving their skills and capacities is to include employee training in HR processes (Przewozna-Krzeminska, 2017). Training, according to Argys (2017), is critical to achieving organizational goals because it integrates individual and organizational interests and promotes organizational and employee competence and efficiency. Training, according to Farhan and Khoso (2018), is a critical activity that not only aids in the achievement of overall business goals but also provides a strategic avenue for human resource personnel to incorporate organizational goals and objectives into their training and development plans. Principals serve as mentors to teachers and staff. Developing their skills enables them to provide guidance and support, fostering the professional growth of their educators, which ultimately benefits the students.

The second point of the development plan focuses on establishing a feedback system that enables leaders to receive regular feedback on their planning, and execution activities. Feedback is essential for personal and professional growth as it offers valuable insights, promotes self-awareness, and clarifies expectations. It catalyzes improvement by providing guidance, motivation, and opportunities for course correction. According to Jug et al. (2019), the ability to give and receive feedback is key for trainees, as an integral component of professionalism competency. Feedback informs every human interaction we have in our professional and personal lives. Harvey and Green's (2022) research suggested that the individual characteristics of the leader play an important role in providing, through feedback, valuable content that fosters information processing. A high degree of agreeableness in a leader influences the emotional tone of their feedback. The emotional tone is interpreted as an informational signal by the receiving team, muting the effectiveness of the other tactical information present in the constructive feedback. Constructive feedback strengthens relationships, fosters innovation, and cultivates a culture of continuous improvement. Whether in professional settings or personal development, feedback plays a pivotal role in enhancing performance, encouraging learning, and creating an environment where individuals can thrive and evolve.

The third point focuses on research-focused teaching-learning activities. Kyndt et al. (2016) study revealed that the main difference between beginning and more experienced teachers lies not in the type of learning activities they undertake but rather in their attitude toward learning, their learning outcomes, and how they are influenced by their context. Contextually, conclusions drawn by Bada and Olusegun (2015) stated that teachers need to reflect on their practice to apply these ideas to their work and that constructivist teachers encourage students to constantly assess how the activity is helping them gain understanding.

4. Conclusions

Based on the findings of the study, the following conclusions are drawn: Initial themes for management of learning practices were revealed. There were three primary themes: classroom management, teaching strategies,

and teaching-learning strategies. The survey encompassed diverse age groups, predominantly individuals aged 31-40. Female teachers surpassed males, mostly categorized as Teacher I. Education levels varied, with many having bachelor's degrees and some pursuing higher degrees. Importantly, a substantial number engaged in 1 to 3 in-person class training. The assessments conducted by both school heads and teachers indicated consistently high ratings for classroom management, teaching strategies, and teaching-learning activities during the in-person classes. Significant differences were observed in school heads' assessment of management practices related to classroom management based on their educational attainment and the number of trainings attended during the in-person classes. Calamba City's Cluster 8 elementary schools excelled in the 2022-2023 academic year, with minimal dropouts, high promotions, and strong academic achievements. The result showed that classroom management directly influenced overall school performance. Meanwhile, teaching strategies and teaching-learning activities have a direct impact solely on dropout and promotion rates within the schools. Based on the result, only the indicators that received high assessment only would be the focus of the proposed development plan.

4.1 Recommendations

Based on the results of the study, the following recommendations are drawn: To improve learning practices, it is recommended for school heads to continue attending training focusing on classroom management, teaching strategies, and teaching-learning methods. Regularly assess and gather feedback on these practices for continuous improvement. Encourage collaboration among educators to share knowledge and best practices. Based on the survey, it is recommended to provide diverse professional development sessions to enrich the educator's perspectives with varying academic backgrounds, including those pursuing or holding Bachelor's, Master's, and Doctorate degrees. Implement leadership programs to support those aspiring head teachers and principals, while also encouraging educators to pursue higher education by providing incentives or assistance. For school performance, sustain exceptional performance in managing learning practices by reinforcing successful strategies in classroom management, teaching methodologies, and teaching-learning activities. Foster collaborative knowledge-sharing between school heads and teachers, and implement a structured evaluation system for continual improvement.

Based on the significant differences observed, it is recommended that professional development opportunities aligned with school heads' educational levels are to be provided, feedback mechanisms to gauge effectiveness are to be established and collaborative learning communities for continuous growth in managing learning environments are to be fostered. Based on the performance of Cluster 8 elementary schools in Calamba City during the 2022-2023 academic year, it is recommended that the cluster conduct a program recognizing top-performing schools and encouraging them to share successful strategies within the cluster. For continued exceptional performance, it is recommended to prioritize classroom management to boost overall school performance, optimize teaching strategies for dropout and promotion rates, and strengthen teaching-learning activities to enhance learners' engagement and academic progress. Create and implement a development plan to sustain the learning management practices of the school head for optimum school performance. Further research is hereby recommended to do longitudinal studies for all schools in the division, region, or throughout the country.

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