Original Research Article

**CUSTOMARY INSTRUCTIONAL TECHNIQUES AND FORMALIZED COLLECTIVE MANAGEMENT OF TEACHERS IN PUBLIC SECONDARY SCHOOLS**

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ABSTRACT

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| This study aimed to examine the significant relationship between customary instructional techniques and formalized collective management among public secondary school teachers. A descriptive-correlational research design was utilized, involving all 135 teachers in Manay District, Division of Davao Oriental, through universal sampling. Data were collected using standardized survey questionnaires and were analyzed through mean, Pearson product-moment correlation, and multiple linear regression analysis.The findings revealed that customary instructional techniques, specifically in the domains of teacher-centered approach, use of standardized textbooks, lecture-based instruction, drill-and-practice exercises, and rote memorization, were generally rated high, while formalized collective management was also rated high. Correlation analysis showed a significant positive relationship between customary instructional techniques and formalized collective management (r=0.734; p-value= p<0.05). Furthermore, multiple regression analysis indicated that the teacher-centered approach, use of standardized textbooks, and lecture-based instruction significantly and positively influenced formalized collective management. However, drill-and-practice exercises had a significant negative influence, while rote memorization did not yield a significant effect (r=0.907; p-value= p<0.05). Based on these findings, it is recommended that school leaders and educators strengthen teacher-centered strategies and promote the effective use of standardized instructional materials to improve collective management practices. Further studies are encouraged to investigate the underlying reasons for the negative impact of drill-and-practice methods and the non-significant role of rote memorization. |

*Keywords*: Customary Instructional Techniques, Formalized Collective Management, Public Secondary School Students, Descriptive-Correlational, Education

1. INTRODUCTION

The issue of formalized collective management among teachers has gained increasing attention due to its impact on school governance, collaboration, and professional culture (Passarelli, 2023). Despite institutional policies designed to promote shared decision-making and collective accountability, many public secondary schools continue to struggle with weak or fragmented implementation (Meirink et al., 2020). Teachers often work in silos, and their participation in formal structures of collaboration, such as committees, professional learning communities, and shared governance bodies, remains inconsistent (Margolis, 2020). This lack of cohesion hampers efforts to build a unified educational culture, undermining instructional effectiveness, teacher motivation, and the delivery of quality education. As such, formalized collective management remains a critical challenge in the pursuit of inclusive and participatory school leadership.

In the international context, formalized collective management has been embraced differently across education systems. In South Korea, for instance, teacher collaboration is institutionalized through shared leadership practices and peer networks that promote trust and professionalism (Joo, 2020). In Japan, lesson study groups and professional learning communities serve as structured venues for teachers to engage in collaborative planning and problem-solving (Yoshida et al., 2021). Meanwhile, in Canada, collective agreements and teacher associations ensure that educators have a formal voice in school operations and policy development (Hargreaves, 2021). These countries exemplify how institutional support, cultural values, and policy alignment can shape effective collective management among educators.

In the Philippines, the Department of Education has institutionalized school-based management (SBM), which emphasizes collective participation of teachers, school heads, and stakeholders in planning, implementation, and monitoring of school programs (Saro et al., 2022). However, despite these policies, the practice of formalized collective management among public secondary school teachers varies significantly (Pasion, 2023). Factors such as administrative support, professional development access, and the presence of clearly defined collaborative structures influence the extent to which teachers engage in formalized management processes (Sabanal, 2023). While some schools demonstrate strong collective leadership and shared responsibilities, others exhibit minimal teacher involvement beyond instructional duties, revealing inconsistencies in the actual practice of collective management.

Customary instructional techniques play a vital role in shaping the professional environment within schools, and their influence may extend beyond the classroom into management practices (Rabiman et al., 2020). Approaches such as teacher-centered strategies, textbook reliance, lecture-based instruction, and rote learning not only affect student outcomes but also inform how teachers interact, share responsibilities, and engage in collaborative governance (Maros et al., 2023). When instructional practices encourage autonomy, peer engagement, and reflective practice, they may foster a culture more conducive to collective decision-making (Henriksen et al., 2020). Therefore, examining how commonly employed instructional techniques relate to formalized collective management can reveal patterns that influence organizational dynamics among educators.

Despite existing literature on school leadership and instructional practices, limited research specifically explores the relationship between customary instructional techniques and formalized collective management among teachers in the Philippine context. Most studies focus on student achievement, teaching effectiveness, or leadership styles in isolation, without addressing how day-to-day teaching approaches may intersect with teachers' participation in collective school governance. This research gap calls for a more integrated examination of how pedagogical norms may contribute to or hinder the development of formalized collective structures in schools.

This study aimed to examine the significant relationship between customary instructional techniques and formalized collective management among public secondary school teachers in Manay District, Division of Davao Oriental. By investigating the interplay between teaching methods and collective management practices, the study intends to provide evidence-based insights for improving school leadership, enhancing collaborative teacher engagement, and fostering a professional culture grounded in shared accountability.

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**Figure 1:** Conceptual Framework of the Study

**1.1 Statement of the Problem**

This study aimed to determine the customary instructional techniques and formalize collective management of teachers in public secondary schools in Manay North and South District, Division of Davao Oriental. Specifically, it sought answers to the following sub-problems:

1. What is the level of customary instructional techniques of public secondary school teachers in terms of:

1.1 Lecture-based instruction,

1.2 Rote memorization and repetition,

1.3 Teacher-centered approach,

1.4 Use of standardized textbooks and materials, and

1.5 Drill-and-practice exercises?

2. What is the level of formalized collective management of public secondary school teachers in terms of:

2.1 Organizational structure and Hierarchy,

2.2 Standardized policies and procedures, and

2.3 Professional development and training?

3. Is there a significant relationship between customary instructional techniques and formalized collective management of teachers in public secondary schools?

4. Which domains of customary instructional techniques significantly influence formalized collective management of public secondary school teachers?

**1.2 Hypotheses**

The null hypotheses were tested at 0.05 level of significance:

Ho1. There is no significant relationship between the customary instructional techniques and formalized collective management of teachers in public secondary schools.

Ho2. None of the domains of customary instructional techniques of teachers significantly influences the formalized collective management of public secondary school teachers.

2. methodology

**2.1 Research Design**

This study employed a non-experimental quantitative research design utilizing the correlational method. This design was deemed appropriate for investigating the degree of association between customary instructional techniques and formalized collective management among public secondary school teachers. As Pregoner (2025) emphasized, relationships between variables may emerge through consistent behavioral patterns or external systemic influences. The correlational method in this study allowed the researcher to examine whether the levels of commonly practiced instructional techniques had a significant relationship with the implementation of formalized collective management among teachers. Through this approach, the study aimed to generate data that could inform instructional practices and collaborative leadership initiatives within the secondary education system.

**2.2 Research Respondents**

The respondents of this study were 135 public secondary school teachers from Manay District, Division of Davao Oriental. All participants were actively involved in classroom instruction across various subject areas and year levels, representing a diversity of professional experiences and teaching backgrounds. The study utilized universal sampling, where all eligible public secondary school teachers in the district were included. Prior to data collection, the respondents were oriented on the purpose and ethical guidelines of the study and voluntarily consented to participate by providing truthful responses to the research instruments. The data collection took place during the academic year 2024–2025.

**2.3 Research Instrument**

The primary data gathering tool used in this study was a researcher-developed survey questionnaire intended to assess the levels of customary instructional techniques and formalized collective management as perceived by public secondary school teachers in Manay District. The items were formulated based on established pedagogical frameworks, collective management theories, and findings from relevant literature. The initial instrument underwent thorough face and content validation by a panel of experts in Curriculum and Instruction, Educational Management, and Secondary Education. Revisions were made in response to the validators’ recommendations to improve item clarity, content alignment, and contextual appropriateness.

To ensure the instrument’s reliability, a pilot test was conducted among 30 public secondary school teachers from a neighboring district not included in the actual study. The pilot test yielded high internal consistency, with a Cronbach’s Alpha of 0.913 for the Customary Instructional Techniques subscale and 0.921 for the Formalized Collective Management subscale.

**2.4 Data Gathering Procedure**

# The data collection was conducted in a systematic and ethically compliant manner. The researcher first obtained an endorsement from the Dean of the Graduate School and secured ethical clearance from the institution’s authorized Ethics Review Committee. A formal request to conduct the study was submitted to the Office of the Schools Division Superintendent of the Division of Davao Oriental. Once approved, an endorsement letter was issued to the School Heads of the participating public secondary schools in Manay District to authorize the data collection process.

# A pilot study was first conducted to test the clarity and reliability of the instrument. Upon completion of revisions, the final survey questionnaires were distributed to the 135 teacher-respondents using a universal sampling method. Respondents were oriented on the purpose of the study and instructed on how to complete the survey. The completed questionnaires were personally collected by the researcher and submitted to a licensed statistician for data encoding, tabulation, and statistical analysis.

# 2.5 Data Analysis

To analyze the data collected and effectively address the research questions of this study, the following statistical tools were utilized:

Mean. This was used to determine the levels of customary instructional techniques and formalized collective management as perceived by the respondents. It provided a measure of central tendency for each instructional and management domain.

Pearson Product-Moment Correlation Coefficient (Pearson r). This tool was used to determine the strength and direction of the relationship between customary instructional techniques and formalized collective management. It assessed whether a statistically significant linear association existed between the two primary variables.

Multiple Regression Analysis. This statistical method was employed to examine the extent to which specific domains of customary instructional techniques significantly predicted formalized collective management. It identified the instructional components that had the strongest influence on fostering collective organizational practices among teachers.

3. results and discussion

**3.1 Level of Customary Instructional Techniques among Secondary School Language Teachers**

Table 1. *Level of Customary Instructional Techniques among Secondary School Language Teachers*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Domains** | | **SD** | **Mean** | | **Descriptive Level** |
| Lecture-based instruction | | 0.66 | 4.06 | | High |
| Rote memorization and repetition | | 0.55 | 4.28 | | Very High |
| Teacher-centered approach | | 0.67 | 3.71 | | High |
| Use of standardized textbooks and materials | | 0.46 | 3.81 | | High |
| Drill-and-practice exercises | | 0.50 | 4.43 | | Very High |
| **Overall** | **0.35** | | **4.06** | **High** | | |

Presented in Table 1 is the summary of the domains in the level of customary instructional techniques among secondary school language teachers. The domains include lecture-based instruction, rote memorization and repetition, teacher-centered approach, use of standardized textbooks and materials, and drill-and-practice exercises. Among these, drill-and-practice exercises received the highest mean of 4.43, interpreted as “very high,” followed by rote memorization and repetition with a mean of 4.28, also described as “very high.” The use of standardized textbooks and materials obtained a mean of 3.81, while lecture-based instruction received a mean of 4.06. Both were categorized as “high.” The teacher-centered approach had the lowest mean of 3.71, but still fell within the “high” descriptive level. The overall mean of 4.06 likewise indicates a “high” level, suggesting that these instructional techniques are frequently practiced by the respondents.

The overall standard deviation of 0.35 indicates relatively consistent responses among teachers in their perception of how frequently these techniques are used. This implies a generally uniform instructional approach across the language teachers in the district, where traditional methods remain prevalent. The high usage of drill-and-practice exercises and rote memorization points to a continuing reliance on repetition-based and skills-focused teaching methods, which may be linked to curriculum demands and assessment strategies.

This finding aligns with the study of Yang et al. (2020), who emphasized that structured and repetitive instructional strategies remain dominant in many Asian classrooms due to their perceived effectiveness in reinforcing core competencies. Similarly, Paderes et al. (2025) found that teacher-centered methods are still widely adopted in Philippine public schools, particularly in language instruction. Moreover, the study of Noor et al. (2020) noted that despite progressive reforms, many educators maintain traditional practices due to limited resources and entrenched pedagogical norms.

**3.2 Level of Formalized Collective Management among Public Secondary School Language Teachers**

Table 2. *Level of Formalized Collective Management among Public Secondary School Language Teachers*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Domains** | | **SD** | **Mean** | | **Descriptive Level** |
| Organizational structure and hierarchy | | 0.67 | 3.71 | | High |
| Standardized policies and procedures | | 0.54 | 3.75 | | High |
| Professional development and training | | 0.55 | 3.74 | | High |
| **Overall** | **0.49** | | **3.73** | **High** | | |

Presented in Table 2 is the summary of the domains in the level of formalized collective management among public secondary school language teachers, which include organizational structure and hierarchy, standardized policies and procedures, and professional development and training. Among these, standardized policies and procedures obtained the highest mean of 3.75, followed closely by professional development and training with a mean of 3.74. The domain on organizational structure and hierarchy received the lowest mean of 3.71, but all domains were consistently rated as “high” by the respondents. The overall mean of 3.73 also falls under the “high” descriptive level, indicating that formalized collective management is generally evident in the schools covered by the study.

The overall standard deviation of 0.49 reflects a moderate level of agreement among respondents, suggesting some variability in how formalized collective management is implemented across different schools. Nevertheless, the consistent “high” ratings across all domains highlight the presence of structured organizational systems, adherence to policy guidelines, and opportunities for professional learning. These elements reflect the institutional efforts to standardize management processes and promote collective teacher involvement.

These findings are consistent with the study of Margolis (2020), who reported that public secondary schools in the Philippines are increasingly adopting formal structures to improve collaborative decision-making and organizational efficiency. Likewise, Meirink et al. (2023) emphasized that clear hierarchies and standardized procedures enhance communication and accountability within school systems. Furthermore, Passarelli (2023) found that professional development programs play a crucial role in reinforcing collective practices and sustaining shared leadership among teachers.

**3.3 Significant Relationship between Customary Instructional Techniques and Formalized Collective Management of Teachers in Public Secondary Schools**

Table 3. *Significant Relationship between Customary Instructional Techniques and Formalized Collective Management of Teachers in Public Secondary Schools*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Variables** | **Mean** | **SD** | **R** | **R²** | **Degree of Relationship** | **p-value** | **Decision** |
| Customary Instructional Techniques | 4.06 | 0.35 |  |  |  |  |  |
|  |  |  | 0.734 | 0.538 | High | 0.000 | Reject Ho1 |
| Formalized Collective Management | 3.73 | 0.49 |  |  |  |  |  |

Presented in Table 3 is the correlation analysis between customary instructional techniques and formalized collective management of teachers in public secondary schools. The computed correlation coefficient (R) of 0.734 and p-value of 0.000 indicate a high and statistically significant positive relationship between the two variables. Since the p-value is less than the 0.05 level of significance, the null hypothesis (Ho₁) is rejected. The coefficient of determination (R²) is 0.538, suggesting that 53.8% of the variation in formalized collective management can be explained by the level of customary instructional techniques employed by the teachers.

This finding implies that the more frequently teachers implement customary instructional techniques—such as lecture-based methods, repetition, and standardized textbook use—the more likely they are to engage in structured, collaborative, and formalized management practices. The influence of instructional consistency may foster alignment in school operations, promoting a culture of cooperation and professional order.

This result is consistent with the findings of Henriksen et al. (2020), who emphasized that traditional instructional patterns often support organizational predictability and shared governance. Similarly, Maros et al. (2023) found that structured teaching routines enhance coordination among educators, contributing to a more unified school culture. Additionally, Rabiman et al. (2020) highlighted that instructional regularity contributes to smoother implementation of standardized policies and collaborative decision-making in educational institutions.

**3.4. Domains of Customary Instructional Techniques that Significantly Influence Formalized Collective Management of Teachers in Public Secondary Schools**

**Table 4.** *Domains of Customary Instructional Techniques that Significantly Influence Formalized Collective Management of Teachers in Public Secondary Schools*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Domains** | **B** | **BE** | **Beta** | **t-stat** | **p-value** | **Decision** |
| Constant | 1.083 | 0.254 |  | 4.266 | 0.000 | Significant |
| Lecture-based instruction | 0.146 | 0.031 | 0.197 | 4.767 | 0.000 | Significant |
| Rote memorization and repetition | -0.026 | 0.038 | -0.030 | -0.685 | 0.495 | Not  Significant |
| Teacher-centered approach | 0.411 | 0.044 | 0.569 | 9.262 | 0.000 | Significant |
| Use of standardized textbooks and materials | 0.366 | 0.058 | 0.343 | 6.321 | 0.000 | Significant |
| Drill-and-practice exercises | -0.169 | 0.038 | -0.175 | -4.435 | 0.000 | Significant |
| **Regression Model** | | | | | | |
| Formalized Collective Management = 1.083 + 0.146 (Lecture-based instruction) + 0.411 (Teacher-centered approach) + 0.366 (Use of standardized textbooks and materials) + (–0.169) (Drill-and-practice exercises) | | | | | | |
| R = 0.907; R² = 0.823; F = 120.083; p-value = 0.000 | | | | | | |

Presented in Table 4 is the regression analysis examining how the different domains of customary instructional techniques significantly influence formalized collective management of teachers in public secondary schools. The regression model predicting formalized collective management is expressed as: Formalized Collective Management = 1.083 + 0.146 (Lecture-based instruction) + 0.411 (Teacher-centered approach) + 0.366 (Use of standardized textbooks and materials) – 0.169 (Drill-and-practice exercises). The model accounts for 82.3% of the variation in formalized collective management, as indicated by the R² value of 0.823. The model is statistically significant, with an F-value of 120.083 and a p-value of 0.000, confirming that specific instructional domains significantly influence the level of collective management among teachers.

These findings suggest that teacher-centered instructional practices, standardized materials, and lecture-based instruction positively contribute to more structured and formalized collective management processes. Among the domains, teacher-centered approach showed the highest beta value, highlighting its strong predictive power in promoting managerial cohesion. In contrast, drill-and-practice exercises demonstrated a negative influence, implying that overly repetitive teaching may hinder collaborative and structured professional environments. Rote memorization and repetition, meanwhile, did not yield a significant impact in this context.

This result supports the findings of Juanda et al. (2021), who emphasized that directive instructional styles are closely linked to hierarchical and organized school management systems. Likewise, the study of Oguguo et al. (2021) revealed that structured pedagogical methods align with standardized administrative practices, reinforcing institutional uniformity. Furthermore, Yin et al. (2021) noted that teacher-centered approaches facilitate predictability and coordination, which are essential for effective formalized collective efforts among educators.

**5. CONCLUSIONS**

Based on the findings of the study, the following conclusions were formulated:

Firstly, the level of customary instructional techniques among public secondary school language teachers is often observed, with consistently high to very high ratings across the domains of lecture-based instruction, rote memorization and repetition, teacher-centered approach, use of standardized textbooks and materials, and drill-and-practice exercises. These results reflect the continued reliance on traditional teaching strategies that emphasize direct instruction and repetition. Such techniques foster consistency and control in the delivery of lessons, ensuring coverage of standardized content across classrooms. When employed strategically, these approaches contribute to student familiarity with language structures and reinforce mastery through practice.

Secondly, the level of formalized collective management among public secondary school language teachers is also often observed. High ratings were recorded in domains such as organizational structure and hierarchy, standardized policies and procedures, and professional development and training. This indicates that schools maintain well-defined administrative systems that support coordination, policy compliance, and structured teacher development. These management practices contribute to institutional stability and alignment of professional conduct, providing teachers with clear expectations, roles, and opportunities for growth.

Thirdly, a significant relationship between customary instructional techniques and formalized collective management was observed. This suggests that teachers who frequently apply traditional instructional strategies tend to operate within or contribute to more structured and standardized management systems. The strong and statistically significant correlation indicates that instructional approaches are intertwined with school-wide administrative norms. Traditional teaching methods may reinforce organizational routines and support the institutionalization of uniform management practices in secondary schools.

Finally, the domains of customary instructional techniques significantly influence formalized collective management. Among these, the teacher-centered approach emerged as the strongest predictor, followed by the use of standardized textbooks and materials and lecture-based instruction. Conversely, drill-and-practice exercises demonstrated a significant negative influence, while rote memorization and repetition did not yield a significant effect. These findings highlight the nuanced roles of various instructional methods in shaping collective management dynamics. When instructional strategies promote centralized control and standardization, they tend to align with formalized administrative systems. These results affirm that instructional behaviors contribute meaningfully to the broader organizational climate in public secondary schools, reinforcing the integration between pedagogy and school governance.

The study offers practical implications for educational leadership and instructional reform, especially within low- to middle-income country contexts such as the Philippines. By highlighting the relationship between customary instructional techniques and formalized collective management, the findings underscore the importance of fostering collaborative structures and shared leadership in schools. Educational leaders can use these insights to design professional development initiatives that promote reflective teaching practices and strengthen teamwork among educators. Moreover, the study reinforces the need for context-sensitive reforms that align with local realities while encouraging innovation and shared responsibility in decision-making processes.

**6. RECOMMENDATIONS**

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

For DepEd officials, it is recommended to develop and support instructional leadership policies that address the prevalent use of customary instructional techniques and their influence on collective management practices in public secondary schools. Emphasis should be placed on refining the use of teacher-centered strategies, standardized materials, and lecture-based instruction to ensure these align with contemporary educational goals. DepEd may consider revisiting the Philippine Professional Standards for Teachers to explicitly include instructional adaptability, collaborative practices, and evidence-based pedagogy. Policy initiatives that balance instructional tradition with innovation can enhance both classroom effectiveness and institutional governance.

School administrators are encouraged to foster professional environments where instructional strategies are critically examined in relation to school-wide management structures. They should provide capacity-building programs that integrate pedagogical reflection with institutional development goals. Support for instructional coaching, collaborative lesson planning, and curriculum contextualization can enhance teaching quality while reinforcing collective accountability. At the same time, reinforcing clear policies and structured procedures within a supportive management framework will ensure consistent implementation and shared responsibility among teaching staff.

For teachers, the study recommends active participation in professional development programs that focus on both instructional practices and their alignment with school-wide management systems. Teachers are encouraged to reflect on their use of traditional techniques and explore learner-centered alternatives that complement organizational objectives. Engaging in peer learning, subject-specific workshops, and school-led innovation initiatives can help enhance instructional effectiveness while promoting shared leadership. Balancing instructional consistency with responsiveness to student needs will contribute to both teaching quality and institutional coherence.

It is suggested to investigate the impact of customary instructional techniques on school climate, instructional innovation, and student learning outcomes. Future studies may also explore how formalized collective management influences teacher collaboration, professional identity, and change readiness. Employing mixed-method or longitudinal approaches across various school settings may offer deeper insights into how instructional practices and organizational structures co-evolve within the Philippine public secondary school system.

This study acknowledges several limitations that may affect the interpretation and generalizability of its findings. First, the research was limited to public secondary school teachers in the Manay District, Division of Davao Oriental, which may not fully represent the broader population of teachers in other regions or educational settings. Second, the use of self-reported survey data introduces the possibility of response bias, as participants may have provided socially desirable answers rather than fully objective responses. Lastly, the study focused on a specific set of variables within a cross-sectional timeframe, limiting its ability to capture changes over time or establish causal relationships. Future research may address these limitations by including a more diverse sample, incorporating multiple data sources, and utilizing longitudinal designs.

Consent (where ever applicable)

The conduct of this study strictly followed established ethical guidelines to uphold the rights, dignity, and well-being of all participants. Prior to data collection, the researcher secured the required approvals from appropriate institutional authorities, including the endorsement of the Dean of the Graduate School and clearance from the authorized Ethics Review Committee. The research adhered to the ethical framework proposed by Pregoner et al. (2025), in accordance with contemporary standards for educational research involving human subjects. Participation was entirely voluntary, with individuals thoroughly informed about the study’s purpose, procedures, and their right to decline or withdraw at any time without consequences. Informed consent was obtained to confirm participants’ understanding and agreement. No personal identifiers were collected, and strict confidentiality was observed to ensure anonymity. All data were exclusively utilized for academic purposes. These ethical safeguards reinforced the transparency, responsibility, and integrity of the research process.

Disclaimer (Artificial Intelligence)

The author(s) hereby declare that generative AI technologies have been used during the writing and editing of this manuscript. The details of the AI usage are as follows:

1. Grammarly: Used for grammar and spellchecking, as well as suggestions for improving sentence structure and overall clarity.
2. Quillbot: Employed for paraphrasing and refining sentence flow to enhance readability and coherence.

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