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Management and Pedagogical Practices in Tinoc National High School: Perspectives of Teachers and Students

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Abstract

This study examined the management and pedagogical practices in Tinoc National High School from the perspectives of teachers and students. Using a descriptive research design, data were gathered through survey questionnaires administered to selected teachers and students to assess perceptions of school management practices and classroom pedagogy. The findings revealed that school management practices were generally perceived as effective, particularly in instructional leadership, communication, and supervision. These practices provided a supportive environment that enabled teachers to implement effective classroom instruction. Results further showed that teachers employed varied pedagogical strategies and maintained effective classroom management, which promoted learner engagement and active participation. Students reported improved understanding of lessons and greater involvement in classroom activities. The alignment between management support and pedagogical practice contributed to a positive teaching-learning environment despite challenges related to limited instructional resources. The study concludes that effective school management plays a vital role in strengthening pedagogical practices and enhancing learner engagement. The findings underscore the importance of sustained instructional leadership and continuous support for teachers to improve teaching and learning outcomes in secondary schools.

Keywords: school management, pedagogical practices, instructional leadership, learner engagement,

Introduction

Effective school management and sound pedagogical practices are widely recognized as key determinants of teaching quality and student learning outcomes. In secondary schools, the way school leaders manage instructional processes and the manner by which teachers implement classroom practices significantly influence learners' engagement, understanding, and overall academic development. As education systems continue to emphasize quality, accountability, and learner-centeredness, there is a growing need to examine how management and pedagogy interact within specific school contexts.

In the Philippine basic education system, school heads and teachers are expected to work collaboratively to ensure that instructional leadership, planning, supervision, and classroom practices are aligned with curriculum standards and learner needs. Teachers, on the other hand, are tasked with translating curricular goals into meaningful learning experiences through appropriate instructional strategies, classroom management, assessment, and learner engagement. Understanding how these practices are perceived by both teachers and students provides valuable insight into the effectiveness of the teaching–learning process. This study examines the management and pedagogical practices in Tinoc National High School from the perspectives of teachers and students. Specifically, it focuses on describing school management practices related to instructional leadership and support, identifying pedagogical practices employed in classrooms, and determining the perceived effectiveness of these practices in promoting meaningful learning. By capturing the views of both key stakeholders, the study aims to provide a holistic understanding of how management and pedagogy contribute to educational quality in the school setting.

School management plays a critical role in creating conditions that support effective teaching and learning. Instructional leadership, clear communication, systematic supervision, and support for teachers are essential in ensuring that pedagogical practices are responsive to learners' needs and aligned with educational goals. Research suggests that when school leaders prioritize instructional improvement, teachers are more likely to adopt effective teaching strategies and maintain high professional standards.

Pedagogical practices, particularly those that emphasize learner engagement, active participation, and meaningful assessment, are equally important in shaping students' learning experiences. In secondary education, students benefit from teaching approaches that encourage critical thinking, interaction, and application of knowledge rather than passive reception of information. The alignment between school management practices and classroom pedagogy is therefore essential for achieving positive educational outcomes.

In rural and context-specific schools such as Tinoc National High School, management and pedagogical practices may be influenced by unique challenges including resource limitations, diverse learner needs, and contextual realities. Examining these practices from both teacher and student perspectives allows for a more grounded understanding of how policies and leadership practices are enacted at the school level. Such an examination is necessary to inform school improvement initiatives and strengthen the teaching–learning process.

Studies on instructional leadership emphasize that effective school management significantly influences teacher performance and student learning. Hallinger (2011) highlighted that instructional leadership practices such as goal setting, supervision, and professional support are strongly associated with improved teaching quality. Similarly, Leithwood and Jantzi (2008) found that leadership practices indirectly affect student outcomes by shaping teachers' instructional behaviors and school climate.

Research on school management in developing contexts indicates that participatory decision-making and clear communication enhance teachers' commitment and instructional effectiveness (Bush & Glover, 2014). In the Philippine setting, studies have shown that supportive leadership and regular instructional monitoring contribute to improved classroom practices and teacher motivation (Cruz & Bernardo, 2019).

Pedagogical practices are equally vital in determining learning outcomes. Darling-Hammond et al. (2017) emphasized that effective teaching involves engaging learners through interactive strategies, meaningful tasks, and formative assessment. Learner-centered pedagogy has been associated with higher levels of engagement and understanding, particularly in secondary classrooms (Prince, 2004).

Classroom management and learner engagement have also been identified as critical components of effective pedagogy. Evertson and Weinstein (2006) noted that well-managed classrooms create environments conducive to learning and active participation. Moreover, Fredricks, Blumenfeld, and Paris (2004) explained that behavioral, emotional, and cognitive engagement are closely linked to academic success.

Assessment practices further shape learning experiences. Black and Wiliam (2009) found that formative assessment enhances learning by providing timely feedback and guiding instructional decisions. In the Philippine context, studies indicate that varied assessment strategies support deeper understanding and learner motivation (Reyes & Castillo, 2020).

From the learners' perspective, students tend to value teaching practices that allow interaction, clarity, and relevance to real-life experiences (Hattie, 2009). Teacher effectiveness, therefore, is closely tied to both pedagogical competence and the management support provided by school leaders.

Despite extensive literature on school management and pedagogical practices, several gaps remain. Many existing studies focus either on leadership practices or on teaching strategies in isolation, with limited attention to how these two dimensions operate together within a single school context. In the Philippine setting, particularly in rural public secondary schools, there is a lack of school-based studies that simultaneously examine management practices and pedagogical approaches from the perspectives of both teachers and students.

Moreover, while prior research often relies on administrators' or teachers' viewpoints, fewer studies incorporate students' perceptions in evaluating the effectiveness of management and teaching practices. This limits understanding of how these practices are experienced by learners, who are the primary recipients of instruction. Addressing these gaps, the present study provides context-specific evidence on management and pedagogical practices in Tinoc National High School by integrating the perspectives of teachers and students. The findings aim to contribute to school-level improvement efforts and inform educational leadership and instructional practices in similar contexts.

Research Objectives

The study aims to examine the management and pedagogical practices in Tinoc National High School from the perspectives of teachers and students. Specifically, it seeks to describe the management practices of the school in terms of instructional leadership, planning and decision-making, communication, monitoring and supervision, and support for teaching and learning. It also aims to identify the pedagogical practices employed by teachers, particularly in relation to instructional strategies, classroom management, learner engagement, assessment methods, and the use of teaching and learning resources. Furthermore, the study determines the level of effectiveness of school management practices as perceived by teachers and students and examines the effectiveness of pedagogical practices in promoting meaningful learning. Through these objectives, the study intends to provide a clear understanding of how management and teaching practices contribute to the overall teaching-learning process in Tinoc National High School.

Methodology

This study employed a descriptive research design to examine the management and pedagogical practices in Tinoc National High School as perceived by teachers and students. The design was appropriate because the study sought to describe existing practices and determine their perceived effectiveness without manipulating variables or establishing cause-and-effect relationships. The participants of the study consisted of teachers and students of Tinoc National High School. Teachers were selected using purposive sampling based on their active involvement in classroom instruction during the school year, while students were selected through stratified random sampling to ensure representation across grade levels. This approach allowed the study to capture diverse perspectives from key stakeholders directly involved in the teaching-learning process.

Data were gathered using survey questionnaires designed to assess perceptions of management and pedagogical practices. The instrument for teachers focused on instructional leadership, planning and decision-making, communication, monitoring and supervision, and support for teaching and learning. The student questionnaire examined classroom instructional strategies, classroom management, learner engagement, assessment practices, and the use of teaching and learning resources. Both instruments were validated by education experts to ensure content validity and reliability.

Data analysis involved the use of descriptive statistical techniques such as frequency counts, percentages, and weighted means to determine the level of effectiveness of management and pedagogical practices. Comparative analysis was also employed to examine patterns in perceptions between teachers and students. Ethical considerations were strictly observed, including obtaining permission from school authorities, securing informed consent from participants, and ensuring confidentiality and voluntary participation. Overall, this methodology enabled a systematic and objective examination of management and pedagogical practices in Tinoc National High School, providing empirical evidence to inform school improvement initiatives and instructional enhancement.

Results/Findings

Theme 1: Effectiveness of School Management Practices

The findings showed that the management practices of Tinoc National High School were generally perceived as effective by both teachers and students. Instructional leadership was evident through regular monitoring of teaching practices, guidance provided to teachers, and clear academic direction from school administrators. Planning and decision-making processes were perceived as inclusive, with teachers reporting opportunities to share ideas and participate in school-related decisions. Communication within the school was viewed as clear and organized, contributing to a structured and supportive learning environment.

Participant Responses

Teacher 1: "May malinaw na direksyon ang pamunuan pagdating sa pagtuturo at palaging may gabay."

Teacher 2: "Kasama kami sa mga desisyon lalo na sa mga usaping akademiko."

Student 1: "Malinaw sa amin ang mga patakaran at inaasahan ng paaralan."

These responses indicate that effective school management created a stable and organized environment that supported teaching and learning. Inclusive leadership and clear communication strengthened trust among stakeholders and facilitated smoother implementation of school programs. This suggests that effective management practices contributed positively to instructional delivery and the overall school climate.

Theme 2: Implementation of Pedagogical Practices in the Classroom

Results revealed that teachers employed varied pedagogical practices to support student learning. Instructional strategies included discussions, guided questioning, and interactive activities that encouraged participation. Classroom management practices were generally effective, as teachers maintained order while promoting a respectful learning atmosphere. Students reported that lessons were structured in a way that helped them understand topics more clearly and engage actively during class.

Participant Responses

Student 2: "Mas naiintindihan ko ang aralin kapag may talakayan at paliwanag."

Teacher 3: "Sinusubukan kong gumamit ng iba't ibang paraan para hindi mainip ang mga bata."

Student 3: "Maayos ang klase at may respeto sa loob ng silid-aralan."

The findings suggest that the use of varied instructional strategies and effective classroom management enhanced students' learning experiences. Teachers' efforts to diversify teaching approaches contributed to better understanding and participation. This indicates that pedagogical practices at Tinoc National High School were responsive to learners' needs and supported meaningful classroom engagement.

Theme 3: Learner Engagement and Participation

Learner engagement emerged as a strong aspect of pedagogical practice. Students reported being encouraged to participate in class discussions, ask questions, and express their ideas. Teachers observed increased attentiveness and responsiveness when interactive strategies were used. Engagement was evident not only in verbal participation but also in students' interest and involvement in classroom activities.

Participant Responses

Student 1: "Mas nagiging aktibo kami kapag tinatanong ang aming opinyon."

Teacher 1: "Mas nakikilahok ang mga estudyante kapag interactive ang gawain."

Student 2: "Hindi kami nahihiyang sumagot kapag bukas ang talakayan."

These responses show that learner engagement was fostered through participatory teaching practices. Encouraging students to share ideas helped build confidence and motivation, which are essential for meaningful learning. This implies that effective pedagogical practices positively influenced student involvement and classroom interaction.

Theme 4: Perceived Effectiveness of Teaching and Learning Practices

Both teachers and students perceived teaching and learning practices as generally effective in promoting understanding and academic progress. Students reported that teaching strategies helped clarify lessons and made learning easier. Teachers noted that students demonstrated improved participation and comprehension when appropriate instructional strategies were applied. However, some respondents mentioned limited instructional

resources as a challenge.

Participant Responses

Teacher 2: “Mas naiintindihan ng mga bata ang aralin kapag malinaw at maayos ang estratehiya.”

Student 3: “Mas madali ang aralin kapag may halimbawa at paliwanag.”

Teacher 1: “May mga kakulangan sa materyales pero nagagawan ng paraan.”

The findings indicate that teaching and learning practices were effective despite certain limitations. Teachers’ adaptability helped mitigate resource constraints, allowing learning objectives to be achieved. This suggests that strong pedagogical competence can sustain instructional effectiveness even in challenging contexts.

Theme 5: Alignment of Management Support and Pedagogical Practice

The study found a clear alignment between school management practices and classroom pedagogy. Administrative support, instructional supervision, and clear policies enabled teachers to implement effective teaching strategies. Teachers acknowledged that leadership support motivated them to improve their instructional practices, while students benefited from a well-organized learning environment.

Participant Responses

Teacher 3: “Malaking tulong ang suporta ng pamunuan sa aming pagtuturo.”

Teacher 1: “Mas nagiging maayos ang klase kapag may malinaw na patakaran.”

Student 1: “Maayos ang pagtakbo ng klase dahil organisado ang paaralan.”

These findings suggest that effective management practices reinforced effective pedagogical practices. The alignment between leadership and instruction created a positive teaching–learning environment that supported both teachers and students. This highlights the importance of strong school management in sustaining quality classroom practices.

Discussions

The findings of the study revealed that the management practices in Tinoc National High School were generally perceived as effective by both teachers and students, particularly in terms of instructional leadership, communication, and supervision. This result supports the work of Hallinger (2011), who emphasized that strong instructional leadership positively influences teaching quality and school effectiveness. The participatory nature of planning and decision-making observed in the school also aligns with Bush and Glover (2014), who noted that inclusive leadership fosters teacher commitment and shared responsibility for school goals. The positive perception of management practices suggests that leadership in Tinoc National High School provided a supportive environment conducive to effective teaching and learning.

In terms of pedagogical practices, the study found that teachers employed varied instructional strategies and maintained effective classroom management, which contributed to meaningful learning experiences. These findings are consistent with Darling-Hammond et al. (2017), who emphasized that effective pedagogy involves engaging learners through interactive strategies and purposeful instruction. The reported effectiveness of classroom management further supports the findings of Evertson and Weinstein (2006), who highlighted that well-managed classrooms promote student engagement and learning continuity. The results indicate that teachers’ pedagogical practices were responsive to learners’ needs and aligned with sound teaching principles.

Learner engagement emerged as a significant outcome of effective pedagogical practices. Students’ active participation and willingness to express ideas reflect the multidimensional concept of engagement described by Fredricks, Blumenfeld, and Paris (2004), which includes behavioral, emotional, and cognitive components. The study’s findings affirm that interactive and learner-centered teaching strategies enhance student involvement, motivation, and confidence. This supports Prince’s (2004) assertion that active learning approaches lead to higher levels of student engagement and understanding.

The perceived effectiveness of teaching and learning practices, despite challenges related to instructional resources, demonstrates teachers’ adaptability and professional competence. This finding is consistent with Hattie (2009),

who emphasized that teacher effectiveness has a strong impact on student learning even in resource-limited contexts. The alignment between management support and pedagogical practice observed in the study also reflects Leithwood and Jantzi's (2008) view that leadership indirectly influences student learning by shaping teachers' instructional behaviors and school climate.

Conclusions

Based on the findings, it is concluded that effective school management practices significantly supported the implementation of sound pedagogical practices in Tinoc National High School. Instructional leadership, inclusive decision-making, and clear communication contributed to a positive teaching learning environment that benefited both teachers and students.

It is also concluded that teachers' pedagogical practices were generally effective in promoting learner engagement, understanding, and participation. The use of varied instructional strategies and effective classroom management enhanced students' learning experiences and facilitated meaningful learning. Furthermore, the study concludes that the alignment between management support and classroom pedagogy played a critical role in sustaining instructional effectiveness. While challenges such as limited instructional resources were present, teachers' commitment and leadership support helped mitigate their impact on teaching and learning.

Implications of the Study

Implications for School Administration

The findings highlight the importance of sustained instructional leadership and inclusive management practices. School administrators should continue to strengthen communication, supervision, and support systems to enhance teaching effectiveness and school performance.

Implications for Teaching Practice

Teachers are encouraged to continue using varied and interactive pedagogical strategies to promote learner engagement and meaningful learning. Professional development programs should focus on enhancing instructional strategies, classroom management, and assessment practices.

Implications for Policy and School Improvement

The study reinforces the need for adequate instructional resources and institutional support to sustain effective pedagogical practices. School-based improvement plans should prioritize resource allocation and teacher support initiatives.

Implications for Future Research

Future studies may explore the relationship between management practices and student achievement using mixed or quantitative designs. Further research may also compare management and pedagogical practices across different school contexts to broaden understanding and applicability of findings.

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