

Instructional Management Practices and Pedagogical Skills of Grade 5 Teachers

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Abstract. This study aimed to determine which domain of instructional management practices that significantly influence pedagogical skills of Grade 5 teachers. The study utilized a descriptive-correlational design. A total of 74 teachers in the Sulop District, Division of Davao del Sur were identified through tabachnick and fidell formula. A researcher-made questionnaire was utilized in the gathering of data. Mean, pearson r, and multiple linear regression used as statistical tools of the study. Results revealed on the level of instructional management practices in terms of: lesson planning, classroom management, and time management was oftentimes evident. On the level of pedagogical skills of grade 5 teachers in terms of instructional strategies, assessment techniques, and student engagement were oftentimes evident. Moreover, on the significant relationship between learning motivation and learning engagement, the results denotes having a significant relationship.. Lastly, Regression coefficients reveal that among the three domains, time management had a significant impact, as indicated by its standardized coefficient and a p-value of .000, which is below the .05 significance level. This result led to the rejection of the null hypothesis for this domain. Thus, this study recommends the DepEd to develop training modules that discourage overly rigid or formulaic lesson plans, and instead promote more flexible, context-responsive planning approaches that support instructional effectiveness.

KEY WORDS

1. Instructional management practices 2. pedagogical skills 3. descriptive correlation

Date Received: January 05, 2025 — Date Reviewed: February 15, 2025 — Date Published: April 24, 2025

1. Introduction

Pedagogical skills are essential for successful instruction, comprising a teacher's capacity to educate, organize classroom operations, and cultivate an environment that promotes learning. Proficient pedagogical skills are essential as they immediately affect the learning climate and student results, with studies demonstrating that educators' pedagogical skills are significant drivers of learning progress. However, many ed-

ucators encounter difficulties in utilizing some instructional approaches, managing classroom time, and incorporating technology, resulting in inadequate educational outcomes. Poor pedagogical skills result in diminished student involvement, insufficient academic performance, and unpreparedness for future challenges. Tackling this issue is crucial to guarantee that schools deliver high-quality education, since enhancing

teachers' pedagogical skills will better prepare pupils for fulfillment in an increasingly complicated society.

In Davao del Sur, Orville (2024) observed that participants encountered challenges in pedagogical skills due to several factors. Participants have difficulties due to their insufficient experience. They are also constrained by their insufficient aptitude. Participants indicated that their limited content understanding substantially affects their instructional methods for the subject.

Research about the pedagogical skills of educators in Davao del Sur is nonetheless insufficient. Although current research has investigated the correlation between various factors and pedagogical skills, the effect of instructional management practices remains inadequately studied. Prior studies have frequently concentrated on variables such as professional development, school atmosphere, and teacher experience; however, there has been little research into the influence of instructional management practices on pedagogical skills of teachers. This gap offers an opportunity for the researcher to investigate the potential correlation of instructional management and pedagogical skills of teachers in the locale. The study could provide significant insights to enhance learning processes. Moreover, assessing the links between these variables will enhance the body of literature on the subject.

The study sought to address the following objectives: a.) to determine the level of instructional management practices of Grade 5 teachers in Sulop District, Division of Davao del Sur in terms of lesson planning, classroom management, and time management. b.) to determine the level of pedagogical skills of Grade 5 teachers in Sulop District, Division of Davao del Sur in terms of instructional strategies, assessment techniques, and student engagement. c.) to determine if there a significant relationship between instructional management practices and

pedagogical skills of Grade 5 teachers in Sulop District, Division of Davao del Sur, and d.) to determine which domain of instructional management practices significantly influences pedagogical skills of Grade 5 teachers in Sulop District, Division of Davao del Sur.

At .05 level of significance, the following hypotheses were tested: a.) There is no significant relationship between instructional management practices and pedagogical skills of Grade 5 teachers in Sulop District, Division of Davao del Sur. b.) None of the domains of instructional management practices significantly influence pedagogical skills of Grade 5 teachers in Sulop District, Division of Davao del Sur.

The findings of the research proved beneficial to various stakeholders in the education sector. For the Department of Education, as well as district and division authorities, the study offered in-depth insights into instructional management techniques, serving as a basis for evidence-based policymaking and educational reforms. School heads benefited by gaining a clearer understanding of teaching methodologies within their institutions, allowing them to make informed decisions about professional development and resource allocation. Teachers were able to reflect on their instructional strengths and weaknesses, adopting more effective teaching strategies to enhance student learning. Consequently, students experienced improved academic outcomes, greater motivation, and a more supportive learning atmosphere due to enhanced classroom practices. Lastly, future researchers can build on the study's insights to further explore the relationship between instructional management and pedagogical effectiveness, contributing to the broader understanding of factors influencing educational success.

This study's conceptual framework shown in figure 1 was organized around the correlation between instructional management practices, recognized as the independent variable, and pedagogical skills of Grade 5 teachers, which func-

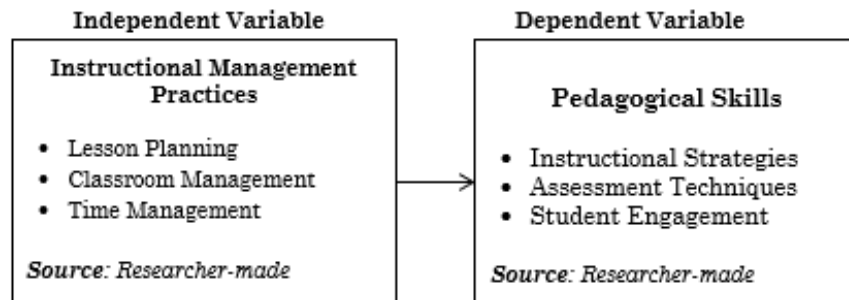


Fig. 1. Conceptual Framework

tioned as the dependent variable. The instructional management practices comprised three essential dimensions: lesson planning, classroom management, and time management. Meanwhile, pedagogical skills encompassed three dimensions: instructional strategies, assessment techniques, and student engagement. The study

attempted to examine if the development of instructional management practices were significantly correlated with pedagogical skills of Grade 5 teachers, hence evaluating the existence of a significant relationship between these two factors.

2. Methodology

The following section outlines the procedures used by the researcher to perform this research study. It includes the population and sampling, instrumentation, data source, and data analysis.

2.1. Research Design—This study used a quantitative, descriptive-correlational research design to explore the relationship between Grade 5 teachers' instructional management practices and their pedagogical skills. The descriptive component assessed the level of instructional management practices in terms of lesson planning, classroom management, and time management, as well as the level of pedagogical skills in terms of instructional strategies, assessment techniques, and student engagement. The correlational aspect examined the relationship between these two variables, without establishing causality, to identify patterns in the teaching-learning environment.

2.2. Ethical Consideration—The researcher adhered to the ethical guidelines set by RMC's Research Ethics Committee, ensuring compliance with social value, informed consent, participant vulnerability, risk and safety

management, privacy, confidentiality, and transparency. The study focused on improving Grade 5 teachers' pedagogical skills in Sulop District, Davao del Sur, benefiting stakeholders such as the Department of Education and school leaders by enhancing teaching standards and fostering professional growth. Informed consent was obtained from participants, with their voluntary participation assured, while safeguarding their anonymity and confidentiality. The study addressed potential risks by creating a secure, non-evaluative environment for participants. The researcher, qualified and supported by experts, used adequate resources to ensure high-quality results. Transparency was maintained through clear communication with participants, and findings were shared across various platforms, ensuring fairness, objectivity, and integrity throughout the research process.

2.3. Research Respondents—The study focused on teachers in the Sulop District, Division of Davao del Sur, with a sample size of 74 determined using Tabachnick and Fidell's (2007) formula, based on three independent variables: lesson planning, classroom management, and time management. Purposive sampling was employed to include only actively practicing teachers in the district, minimizing bias and enhancing the validity and reliability of the findings (Creswell Creswell, 2023). Strict inclusion and exclusion criteria ensured that only currently employed teachers were considered, eliminating extraneous variables and strengthening the credibility and representativeness of the data.

2.4. Research Instrument—This study used researcher-developed survey question-

naires as the primary research instrument to assess Grade 5 teachers' instructional management practices and pedagogical skills. The first section measured instructional management practices in terms of lesson planning, classroom management, and time management using a 5-point Likert scale, while the second assessed pedagogical skills in terms of instructional strategies, assessment techniques, and student engagement. Both sections underwent pilot testing, yielding Cronbach's alpha values of 0.81 and 0.74 respectively, indicating acceptable internal consistency. Feedback from the pilot test helped refine the questionnaire, and expert reviews ensured content validity and alignment with the study's objectives.

2.5. Data Gathering Procedure—The study followed a systematic and ethical data collection procedure to ensure reliability and validity. Prior to data gathering, formal permission was secured from relevant authorities, including the Division Superintendent and the Dean of the Graduate School at Rizal Memorial Colleges, Inc., followed by coordination with school heads. The research instrument underwent expert content validation and pilot testing, yielding Cronbach's alpha values of 0.81 for

instructional management and 0.74 for pedagogical skills, confirming acceptable internal consistency. Questionnaires were administered in person to encourage honest responses, with ample time given for completion. Completed surveys were carefully collected and securely stored, with strict confidentiality measures observed to protect participants' privacy. Data analysis was conducted using SPSS, employing rigorous statistical procedures that ensured credible and meaningful findings.

2.6. Data Analysis—The study utilized various data analysis tools to ensure accurate and reliable interpretation of results. The mean was used to assess the levels of instructional management practices and pedagogical skills of Grade 5 teachers. Moreover, Pearson r was em-

ployed to examine the significant relationship between instructional management practices and pedagogical skills, while multiple linear regression identified which specific domains of instructional management practices significantly influenced the teachers' pedagogical skills.

3. Results and Discussion

This section outlined the findings and discussion of the research. The presentation included an in-depth discussion of determining the level of instructional management practices in terms of: lesson planning, classroom management, and time management. Furthermore, it examined the level of pedagogical skills of Grade 5 teachers concerning instructional strategies, assessment

techniques, and student engagement. Additionally, it sought to investigate the correlation between these variables. Finally, there was a discussion of the domain of instructional management practices that significantly influence pedagogical skills of Grade 5 teachers in Sulop District, Division of Davao del Sur.

3.1. Level of Instructional Management Practices of Grade 5 Teachers—Table 1 presented a summary of the level of instructional management practices of Grade 5 teachers. These were evaluated in terms of Lesson Planning, Classroom Management, and Time Management. The mean scores for each indicator were interpreted as follows: Lesson Planning (3.83), marked as High; Classroom Management (3.47), marked as High; Time Management (3.98), marked as High. The findings demonstrated an overall mean rating of (3.76) marked as High. This highlighted that the instructional management practices of Grade 5 teachers was oftentimes evident. Of the indicators, Time Management received the greatest mean rating of 3.98, categorized as high, whilst Classroom Management recorded the lowest mean rating of 3.47, categorized as high.

Table 1. Level of Instructional Management Practices of Grade 5 Teachers

No.	Indicators	Mean	Descriptive Equivalent
1	Lesson Planning	3.83	High
2	Classroom Management	3.47	High
3	Time Management	3.98	High
Overall		3.76	High

Legend: 1.00 – 1.79: Very Low, 1.80 – 2.59: Low, 2.60 – 3.39: Moderate, 3.40 – 4.19: High, 4.20 – 5.00: Very High

3.2. Level of Pedagogical Skills of Grade 5 Teachers—Table 2 presented a summary of the level of pedagogical skills of Grade 5 teachers. These were evaluated in terms of Instructional Strategies, Assessment Techniques, and Student Engagement. The mean scores for each indicator were interpreted as follows: Instructional Strategies (3.71), marked as High; Assessment Techniques (2.95), marked as Moderate; Student Engagement (3.72), marked as High. The findings demonstrated an overall mean rating of (3.46) marked as High. This highlighted that the pedagogical skills of Grade 5 teachers was oftentimes evident. Of the indicators, Student Engagement received the greatest mean rating of 3.72, categorized as high, whilst Assessment Techniques recorded the lowest mean rating of 2.95, categorized as moderate.

3.3. Significant Relationship between Instructional Management Practices and Pedagogical Skills of the Grade 5 Teachers—Table 3 flaunted the data on the significant relationship between instructional management practices and pedagogical skills of the Grade 5 teach-

Table 2. Level of Pedagogical Skills of Grade 5 Teachers

No.	Indicators	Mean	Descriptive Equivalent
1	Instructional Strategies	3.71	High
2	Assessment Techniques	2.95	Moderate
3	Student Engagement	3.72	High
Overall		3.46	High

Legend: 1.00 – 1.79: Very Low, 1.80 – 2.59: Low, 2.60 – 3.39: Moderate, 3.40 – 4.19: High, 4.20 – 5.00: Very High

ers in Sulop District, Division of Davao del Sur. The Pearson Product Moment Correlation (Pearson r) was applied for the two (2) variables on their significant relationship. The results appeared a computed p -value of .000 which was lower than the .05 level of significance. Thus, the null hypothesis was rejected since the value denotes of having a significant relationship.

Furthermore, the computed r -value of 0.85 denotes the correlation between the two variables with which the hypothesis on significant relationship was tested. Clearly, the findings inferred a very high significant relationship be-

tween the instructional management practices and Pedagogical Skills of the Grade 5 teachers in Sulop District, Division of Davao del Sur. This very high positive correlation suggests that teachers with well-structured instructional management strategies are more likely to demonstrate higher proficiency in pedagogical skills. Consequently, enhancing instructional management practices through targeted training and support programs could further improve teachers' overall effectiveness in delivering quality education.

Table 3. Significant Relationship between Instructional Management Practices and Pedagogical Skills of Grade 5 Teachers

Variables	r-value	Statistical Description	p-value	Decision
Instructional Management Practices (x)	Pedagogical Skills (y)	0.85	Very High Positive correlation	.000
Reject H_0				

3.4. Domains of Instructional Management Practices that Significantly Influence Pedagogical Skills of Grade 5 Teachers—Table 4 exemplified the regression test among Instructional Management Practices domains namely: lesson planning, classroom management, and

time management towards pedagogical skills of Grade 5 Teachers. The overall correlation had a computed r -value of 0.85 with a p -value of .000 in the significant level denotes the very high positive correlation (Cohen et al., 2017) between the two variables with which the hypothesis on

significant relationship was tested.

The findings indicate a very strong significant relationship between the instructional management practices and pedagogical skills of Grade 5 teachers. The analysis shows an F-value of 42.725 with a p-value of $.000$, indicating a statistically significant model fit. Addition-

ally, the R^2 value of $.7225$ suggests that 72.25 percent of the variance in pedagogical skills of Grade 5 teachers is explained by the predictors, with the remaining variance attributed to factors not accounted for by the three dimensions under study.

Table 4. Domains of Instructional Management Practices that Significantly Influence Pedagogical Skills of Grade 5 Teachers

Instructional Management Practices	B	Std. Error	Beta	t-value	p-value	Decision
Constant	0.864	0.313		2.757	0.000	Reject H_0
Lesson Planning	-0.006	0.194	-0.006	-0.029	0.011	Reject H_0
Classroom Management	0.176	0.205	0.177	0.857	0.008	Reject H_0
Time Management	0.639	0.103	0.659	6.186	0.000	Reject H_0

Dependent Variable: Pedagogical Skills

$R = 0.85$, $R^2 = 0.7225$, $F\text{-ratio} = 42.725$, $p\text{-value} = 0.000$

Regression coefficients reveal that all domains of Instructional Management Practices significantly influence the pedagogical skills of the grade 5 teachers. Among the three domains, time management had a significant impact, as indicated by its standardized coefficient ($= 0.639$) and a p-value of $.000$, which is below the $.05$ significance level. This result led to the rejection of the null hypothesis for this domain. In contrast, lesson planning ($p = .011$) and classroom management ($p = .008$) also exhibited statistically significant relationships with pedagogical skills, though with varying degrees of influence. Interestingly, lesson planning showed a negative coefficient ($= -0.006$), implying that in this context, rigid or overly structured lesson plans may

not necessarily enhance instructional delivery. Meanwhile, classroom management ($= 0.177$) was found to be positively correlated with pedagogical skills, reinforcing the idea that maintaining an organized and well-managed classroom environment supports effective teaching.

These findings emphasize the critical role of time management in shaping the pedagogical skills of the grade 5 teachers. The strong correlation ($R = 0.85$) and high explanatory power ($R^2 = 0.7225$) further support the importance of this domain in fostering pedagogical skills. Therefore, teachers should prioritize and enhance programs that focus on time management.

The p-value of $.000$, which is less than the $.05$ significance level, indicates that the

overall instructional management practices domains—lesson planning, classroom management, and time management—has a statistically significant relationship with the pedagogical skills of the grade 5 teachers. This finding leads to the rejection of the null hypothesis. Additionally, the model suggests that pedagogical skills

of the grade 5 teachers is expected to increase as instructional management practices are enhanced, with an estimated change of .864 units in pedagogical skills for every additional unit increase in the combined domains, assuming all other factors remain constant.

4. Conclusions and Recommendations

This study aimed to determine the level of instructional management practices in terms of: lesson planning, classroom management, and time management. Furthermore, it examined the level of pedagogical skills of Grade 5 teachers concerning instructional strategies, assessment techniques, and student engagement. Additionally, it sought to investigate the correlation between these variables. Finally, there was a discussion of the domain of instructional management practices that significantly influence pedagogical skills of Grade 5 teachers in Sulop District, Division of Davao del Sur. The following are the significant findings:

4.1. Findings—On the level of instructional management practices in terms of: lesson planning, classroom management, and time management, the results demonstrated that the instructional management strategies of Grade 5 teachers were generally observable. This indicated that educators consistently implemented effective tactics for classroom management, promoting a learning-conducive atmosphere. The findings indicated that Grade 5 instructors had a high level of proficiency in instructional management, resulting in productive and structured educational situations for their pupils. Moreover, their ability to maintain an organized and engaging classroom environment contributed to improved student focus and participation.

On the level of pedagogical skills of grade 5 teachers, the results indicated that the pedagogical skills of Grade 5 teachers were predominantly apparent. This indicated that, on average, Grade 5 educators regularly exhibited robust pedagogical skills. The elevated grade indicated that their pedagogical methods, classroom administration, and student interaction were effective and acknowledged, fostering a conducive learning atmosphere. This outcome

demonstrated that educators were adept in their instructional methods, cultivating a significant learning experience for their pupils.

Clearly, the findings inferred a strong significant relationship between the instructional management practices and Pedagogical Skills of the Grade 5 teachers in Sulop District, Division of Davao del Sur. This strong positive correlation suggests that teachers with well-structured instructional management strategies are more likely to demonstrate higher proficiency in pedagogical skills. Consequently, enhancing instructional management practices through targeted training and support programs could further improve teachers' overall effectiveness in delivering quality education.

4.2. Conclusions—Based on the regression analysis, the findings underscore the significant role of instructional management practices in shaping the pedagogical skills of Grade 5 teachers. Among these practices, time management emerged as the most influential factor, highlighting the necessity of efficient scheduling and structured instructional pacing in optimizing teaching effectiveness. Additionally, classroom management was positively associ-

ated with pedagogical skills, reinforcing the importance of maintaining a well-organized and disciplined learning environment. However, the study also revealed that rigid or overly structured lesson planning may not always enhance instructional delivery, suggesting the need for flexibility and adaptability in lesson design. These insights emphasize the importance of balancing structure with instructional adaptability to foster effective teaching and learning experiences.

4.3. *Recommendations*—Based on the study’s findings, it is recommended that the Department of Education enhance training programs on time management and promote flex-

ible, context-responsive lesson planning to improve pedagogical skills. School leaders should offer targeted workshops on classroom and time management and support continuous professional development in adaptive lesson planning. Teachers are encouraged to strengthen time management and adopt flexible planning methods to enhance instructional effectiveness. Students should develop time management habits and contribute to a well-managed classroom environment. Future research should explore the negative impact of rigid lesson planning and examine instructional practices across various educational settings for deeper insights.

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