School heads initiatives and teachers instructional practices in the new educational setting

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Abstract: Creating an educational environment that promotes effective learning and teaching remains a key responsibility of school heads. They actively engage in training and supporting teachers, which is crucial for enhancing instructional practices. This study investigates the relationship between school heads' initiatives and teachers' instructional practices within the new educational setting, focusing on three main areas: school environment, learning supports, and instructional practices. Using a descriptive correlation design, the research employed a self-made questionnaire tailored to the context of Datu Odin Sinsuat (DOS) school district in the Maguindanao-2 division of the Ministry of Basic, Higher, and Technical Education (MBHTE) in the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM). The study identified seventy-five (75) elementary teachers as respondents through complete total enumeration. The findings reveal that teachers who receive support from school heads are more likely to implement effective instructional practices in their classrooms. Furthermore, initiatives from school heads significantly enhance student learning outcomes by improving the school environment and providing necessary learning support. School heads can foster collaboration with teachers to identify areas for improvement, thereby creating an environment conducive to effective teaching practices. Generally, the school heads' initiatives and teachers' instructional practices in the new educational setting emphasize the importance of resource management, targeted professional development, and strong leadership in fostering a learning environment that promotes high student achievement. These components play a crucial role in ensuring all students receive a high-quality education and adapting to the evolving educational landscape.

Keywords: Instructional practices, Learning supports, School environment, School heads initiatives.

1. Introduction

Traditionally, education has served as a means of preparing individuals to become socially useful and to contribute to national development. Through the learning process, students generate knowledge, develop attitudes, and acquire necessary life skills [1]. According to Adeniyi and Lawal [2] children need a secure, healthy, and stimulating environment to flourish and acquire knowledge. Thus, the school environment is crucial to forming intellectual abilities. When students receive adequate learning resources in a supportive environment and are surrounded by a conducive climate, their academic performance is likely to improve [3]. Buildings, furniture, equipment, instructional materials, laboratories, libraries, and playgrounds are all physical features of a school [4]. Besides machinery, decorative objects, swimming pools, audio-visual equipment, and playfields, the physical environment also consists of machinery, and decorative objects [5]. To teach and learn effectively, the physical environment comprises buildings, furniture, infrastructure, space, and equipment.

An appropriate learning environment promotes safety and active learning, according to Asiyai [6]. In such a situation, she maintained that functional training of the head, heart, and hand is helpful and productive. A safe, respectful, caring, and positive learning environment is important for students and youth. According to Nworgu [7] good lighting and ventilation are necessary to promote healthful

living, especially in overcrowded schools, as well as proper waste disposal. Student learning and academic performance are most influenced by the school environment, according to Davis-Langston [8].

As Toquerro [9] condenses it, it is necessary to review, align the curriculum, and thoroughly equip educators should adapt to the new standard. They should upgrade to accommodate adjustments to their new tasks and responsibilities. They ought to learn new techniques for playing a different function in guiding their development, multifaceted and adaptable. In addition to this assumption, teachers must rely on their firm values. They are expected to be forthright in conviction in their potential and ability to perform a particular duty that needs to be completed as they instruct in the new standard.

Consequently, this study acknowledges and assesses teachers' instructional practices. It aims to help with the current preparation of aspiring and practicing professional teachers. As the majority of the State Colleges and Universities in the Philippines promptly changed their focus the change from the previous educational norm to the new standard, action plans and faculty development are thought to be essential and pertinent to energizing the educational force in the implementation of the program will assist in achieving it is providing equal and high-quality education is the ultimate goal despite the difficult period.

For the teachers, the findings may assist in establishing effective measures to improve their effectiveness and efficiency in instructional practices. The study will also provide insight into how teachers choose and identify practices that are similar in context. The study will also provide insight into how teachers choose and identify practices that are similar in context. The study may provide vital information to the Bachelor of Elementary Education (BEEd) faculty and students of Cotabato State University. It may serve as a reference, basis, and other sources essential for flexible teaching and learning in the new educational setting. Further, this study will be helpful to students who will receive improved instructional programs for the school and the teachers. As a result, the students will receive the quality of education they deserve.

1.1. Statement of Objectives/Problems

This study aimed to find out the relation of school heads initiative and teachers instructional practices in the new educational setting when analyzed into school environment, learning supports and teachers instructional practices in the new educational setting.

2. Methodology

2.1. Research Design

The quantitative descriptive design was used. A self-made questionnaire was employed, the survey results constituted the quantitative data.

2.2. Locale

This study was conducted in Datu Odin Sinsuat South District, specifically in the elementary school teacher who have been teaching in Datu Odin Sinsuat South District.

2.3. Respondents

The respondents of the study were teachers of Datu Odin Sinsuat South District.

2.4. Sampling Techniques

In choosing the respondents, the complete total enumeration was employed. The respondents were teachers in each elementary school at Datu Odin Sinsuat South District.

3. Results and Discussions

3.1. School Environment

Table 1 shows that teachers are generally satisfied with the school's learning environment. Across a wide range of indicators, teachers demonstrate a commitment to creating an environment conducive to learning. In particular, they demonstrate a welcoming and accessible learning environment mean rating of 3.37, and ensure the safety and security of the school environment mean rating of 3.26. This suggests that teachers understand the importance of creating a safe and supportive learning environment for students and are actively working to make it happen.

Furthermore, teachers facilitate appropriate classroom arrangements and tasks with a mean rating of 3.62 and involve themselves in improving the school learning environment with a mean rating of 3.46. They also maintain the cleanliness and sanitation of the school grounds with a mean rating of 3.37 and provide a conducive workplace environment with a mean rating of 3.52. Additionally, teachers utilize every possible resource to pursue excellence in their classrooms with a mean rating of 3.46 and manifest comfortable and safe working conditions with a mean of 3.46. Moreover, they exhibit a sense of comfort that reduces boredom and encourages enthusiasm for work with a mean of 3.37 and cultivate a comfortable atmosphere in the work environment with a mean of 3.47.

With an overall grand mean of 3.43 interpreted as "Highly Evident," it is evident that teachers prioritize creating an environment conducive to learning and work, which fosters positive morale among staff and contributes to overall educational effectiveness. This suggests that teachers understand the importance of creating an environment that is conducive to learning and work, and that they are taking the necessary steps to ensure that their staff is happy and working properly. This ultimately leads to improved educational outcomes for students. This ultimately leads to improved educational outcomes for students [10]. Research has consistently shown that a positive work environment directly correlates with higher student achievement and staff satisfaction [11].

Therefore, fostering a positive and supportive school environment not only benefits the staff but also significantly enhances student performance. By prioritizing these aspects, schools can create a cycle of continuous improvement where satisfied and motivated teachers contribute to the academic success of their students. This holistic approach is essential for achieving long-term educational goals and overall school excellence.

Table 1.
Mean Rating on School Learning Environment.

Items	Mean	Descritption
1. Shows a welcoming and accessible learning environment.	3.37	Highly Evident
2. Manifest assures the safety and security of the school environment	3.26	Highly Evident
3. Facilitates appropriate classroom arrangements and tasks.	3.62	Highly Evident
4. Involves teachers in improving the school learning environment.	3.46	Evident
5. Maintains cleanliness and sanitation of the school grounds.	3.37	Highly Evident
6. Shows a conducive workplace environment	3.52	Highly Evident
7. Utilizes every resource possible in pursuit of excellence in their classroom	3.46	Highly Evident
8. Manifests comfortable and safe working conditions	3.37	Evident
9. Exhibits a sense of comfort will reduce boredom at work and encourage enthusiasm for work	3.41	Highly Evident
10. Shows a comfortable atmosphere of work environment.	3.47	Highly Evident
Grand Mean	3.43	Highly Evident

Note:
Legend:
3:50-4:00   Highly Evident
2:50-3:49   Evident
1:50-2:49   Less Evident
1:00-1:49   Least Evident

3.2. Learning Supports

The result from Table 2 indicates the result on Learners' Supportiveness. Across various indicators evaluated, the overall mean rating of 3.53 on teachers' morale on resource management suggests that teachers ensure that the resources are managed well. This indicates that teachers are able to effectively allocate resources, such as materials and equipment, to learners. This also suggests that teachers are able to provide adequate support for learners.

When taken individually, teachers are ensuring accountability in all activities, programs, and projects with a mean rating of mean of 3.65. These results mean that teachers recognize that they are responsible for all the school activities that make their students develop.

Likewise, the teachers were rated highly evident in providing adequate physical and instructional materials with a rating of mean of 3.17, and prioritizing students' instructional needs with a mean of 3.30. These findings implies that the teachers see to it that they use instructional materials in teaching in order for their students to easily grasp the information.

Additionally, the teachers were rated highly evident in identifying activities and programs that support learning with a mean rating of 4.00 and ensuring their implementation with a mean rating of 3.53. These results implies that the teachers are adept at preparing class activities that promote learning.

Table 2.
Mean Rating on Learning Supports.

Items	Mean	Descritpion
1. Ensures accountability in all activities, programs, and projects.	3.36	Highly Evident
2. Provides teachers with physical and instructional materials.	3.17	Highly Evident
3. Prioritizes teachers' instructional needs.	3.30	Highly Evident
4. Identifies activities and programs that support learning.	4.00	Highly Evident
5. Ensures activities and programs are implemented.	3.53	Highly Evident
6. Utilizes the availability of work equipment with suitable, optimally utilized arrangements.	3.70	Highly Evident
7. Provides availability and adequate facilities and infrastructure.	3.41	Highly Evident
8. Allow students to take risks and try out new ideas in the classroom.	3.82	Highly Evident
9. Provides Library facilities and resources are adequate	3.27	Highly Evident
10. Provides adequate clerical services for the teachers	3.77	Highly Evident
Grand Mean	3.53	Highly Evident

Note: Legend:
3:50-4:00 Highly Evident
2:50-3:49 Evident
1:50-2:49 Less Evident
1:00-1:49 Least Evident

Moreover, teachers were also rated highly evident in utilizing available work equipment with suitable arrangements mean rating of 3.70 and providing availability and adequate facilities and infrastructure mean rating of 3.41. These shows that teachers have initiative and are creative.

Furthermore, they were rated highly evident also in allowing risks and trying out new ideas in the classroom with a mean rating of 3.82 and ensuring the availability of library facilities and resources with a mean rating of 3.27 and as well as clerical services for teachers with a mean of 3.54. These findings implies that the teachers are inventive and wit in using new concepts in their teaching. The correlation between these ratings suggests that teachers who effectively manage resources and provide adequate support materials are also more likely to implement innovative teaching strategies. This highlights the importance of resource management in enhancing both the quality of education and the willingness of teachers to experiment with new ideas. Consequently, schools that prioritize resource allocation and support are likely to see a higher overall effectiveness in their teaching staff.

The succeeding results implies that teachers demonstrate a highly evident morale in resource management practices, indicating a commendable level of organizational support and effectiveness in providing resources necessary for teaching and learning.

3.4. Teachers Instructional Practices

Table 3 reveals the teachers' competencies in terms of professional practices and the overall mean rating of 3.82, which is interpreted as highly competent. These results mean that the teachers are knowledgeable and possess the qualities of being a teacher. To further enhance their skills, it is recommended that teachers engage in continuous professional development programs.

These programs could focus on emerging educational technologies and innovative teaching strategies. By doing so, they can maintain and even improve their already high competency levels. This further implies that they demonstrate respect and professionalism in all their interactions and are sensitive to the needs of learners and can communicate effectively with parents about their children's learning.

When taken individually, teachers utilized teaching materials appropriately and effectively, and were rated highly competent with a mean rating of 3.64. This indicates that the teachers are adept, knowledgeable and skillful in using instructional materials ensuring the enrichment of instruction.

In addition, the teachers who manage the classroom conducive to quality learning were rated highly competent with a mean rating of 3.98. These results mean that the teachers are highly praised for creating conducive classroom environments for quality learning experiences.

Similarly, teachers' use of media and teaching resources effectively was rated highly competent with a mean rating of 4.00. This means that the teachers are integrating various media and teaching materials into their teaching effectively.

Table 3.
Mean Rating on Teachers' Instructional Practices.

Items	Mean	Descritption
1. Utilizes teaching materials appropriately and effectively.	3.64	Highly Practiced
2. Being capable of managing the teaching and learning program.	3.65	Highly Practiced
3. Manages the classroom to be conducive for quality learning.	3.98	Highly Practiced
4. Uses media and teaching resources effectively.	4.00	Highly Practiced
5. Possesses mastery of the foundations of education.	3.47	Practiced
6. Manages the interaction of teaching and learning.	3.62	Highly Practiced
7. Assesses student achievement for the benefit of teaching	3.99	Highly Practiced
8. Understands the functions and programs, guidance, and counseling services.	4.00	Highly Practiced
9. Understands and participates in the school administration	3.84	Highly Practiced
10. Understands the principles of educational research and able to interpret the results of educational research for the benefit of teaching.	3.99	Highly Practiced
Grand Mean	3.82	Highly Practiced

Note: Legend:
3:50-4:00 Highly Practiced
2:50-3:49 Practiced
1:50-2:49 Less Practiced
1:00-1:49 Least Practiced.

Still, teachers who manage the interaction of teaching and learning effectively were rated highly competent with a mean rating of 3.62. This implies that the teachers ensure that the students participate in classroom activities, and see to it that there is an interaction during classes.

Further, teachers assessing the student achievement for the benefit of teaching was rated highly competent with a mean rating of 3.99. This finding means that teachers regularly conduct assessment of learning and the results of it are their basis in improving their teaching practices in order to enhance the performance of the students.

Furthermore, the teachers who understand the functions and programs, guidance and counseling services are rated 4.00 which is interpreted as highly competent. Also, they were rated highly competent for understanding the principles of educational research and being able to interpret the results of educational research for the benefit of teaching with a mean rating of 3.99. These results implies that

the teachers are knowledgeable about the role of guidance and counseling in the teaching learning process.

The teachers are also competent at conducting action research. In fact, during the interview with them, some of them already presented their research at a research congress and some received awards and others published their papers in a refereed journal.

Nevertheless, the teachers were rated competent for possessing Mastery of the foundations of education and understanding and actively participating in school administration processes with ratings of 3.47 and 3.84 respectively. These results show that teachers have a foundation of education that may help them in understanding the behaviors and personalities of their students.

3.5. Relationship of School Heads Initiatives to Teachers Instructional Practices

The correlation between School Heads Initiatives and Teachers Instructional Practices is presented in Table 4. The correlation coefficients for school heads' initiatives on the school environment and teachers' instructional practices were .816 and .000 respectively, showing a significant relationship between them. A null hypothesis of no significant relationship between school heads' initiatives and teachers' instructional practices was rejected. As a result, school heads' initiatives on the school environment were significantly related to teachers' instructional practices. In light of these significant relationships, it implies that school heads' actions and initiatives directly affect how teachers perform their instructional duties. The study suggests that supportive and proactive leadership enhances teaching quality and effectiveness. Thus, investing in strong leadership initiatives could contribute to better educational outcomes.

In addition, school heads' learning support initiatives were significantly correlated with Teachers' Instructional Practices as shown by their correlation coefficient of .916. The null hypothesis that teachers' instructional practices are not correlated with school leaders' initiatives on learning support was rejected. As a result, teachers' instructional practices were significantly influenced by school heads' initiatives on learning supports. The significant relationship indicates that teachers are more likely to adopt effective instructional practices when school heads actively support learning initiatives. Thus, leadership is crucial to improving the quality of education provided to students. Having a focus on learning support can aid school heads in influencing and improving teaching outcomes.

Table 4.
Correlation Matrix Between the School Heads Initiatives to Teachers Instructional Practices.

School Heads Initiatives	Teachers Instructional Practices	Interpretation
School Environment	0.816** 0.000	Highly Significant
Learning Supports	0.916** 0.000	Highly Significant

4. Conclusion

This study concluded that teachers supported by school heads were more likely to use effective instructional practices in the classroom. Additionally, school head initiatives improved student learning outcomes through the school environment and learning support. Creating an educational environment that promotes learning and teaching is one of the responsibilities of school heads. They play an active role in teacher training and support. Collaborating with teachers to identify areas of improvement is one of the ways school heads can create an environment that promotes effective instructional practices. By doing so, teachers will be able to support students and help them succeed.

5. Recommendations

1. Strong alignment. Continuous professional development for school leaders is globally recognized as essential for quality education systems.

2. Encouraging communication and support for teachers aligns with global best practices for improving instructional quality and teacher retention.
3. This supports Sustainable Development Goal (Quality Education), especially the target, which focuses on increasing the supply of qualified teachers through training.
4. Fostering innovation is essential in 21st-century education, enabling students to thrive in global economies and address complex global issues.
5. Regular assessment and feedback loops are core elements of effective education systems worldwide.
6. Family and community engagement is widely promoted by global education bodies as vital to student success and well-being.
7. Further study is deemed recommended.

Transparency:

The author confirms that the manuscript is an honest, accurate, and transparent account of the study; that no vital features of the study have been omitted; and that any discrepancies from the study as planned have been explained. This study followed all ethical practices during writing.

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