

Instructional Management Strategies in Enhancing School's Learning Climate and Learners' Social Development

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Abstract—This study examined the relationship between school heads' instructional management strategies, the school learning climate, and learners' social development in selected public elementary schools in Calauan. Effective instructional management strategies play a crucial role in fostering a positive school environment and promoting learners' holistic development. Through effective leadership practices, school heads can establish supportive learning conditions that enhance learners' social skills, responsibility, and collaboration. The primary purpose of this study was to determine the level of school heads' instructional management strategies, the level of the school learning climate, and the level of learners' social development. The study also investigated the significant relationship between instructional management strategies and the school learning climate, as well as the significant relationship between instructional management strategies and learners' social development. A quantitative descriptive-correlational research design was employed in the study. Using stratified random sampling, ninety-nine (99) teacher-respondents were selected to ensure proportional representation across schools. Data were collected through a validated researcher-made questionnaire using a five-point Likert scale. Statistical tools such as frequency, mean, standard deviation, and Pearson Product-Moment Correlation were used to analyze the data and determine the levels of the variables and the relationships among them. Findings revealed that instructional management strategies were implemented to a very high extent by school heads, indicating strong leadership practices that support effective school operations and instructional delivery. The school learning climate was also rated very high, reflecting a positive, supportive, and well-structured environment conducive to teaching and learning. Similarly, learners' social development was found to be very high, indicating that students demonstrate positive social behaviors, strong interpersonal relationships, and active participation in collaborative activities. Instructional management strategies show significant relationship between school's learning climate, thus the hypothesis is rejected. This indicates that effective leadership contributes to creating a positive and supportive educational environment. However, no significant relationship was found between instructional management strategies and learners' social development, leads to the acceptance of the hypothesis. This implies that learners' social competencies are influenced by multiple factors beyond school leadership practices. Based on the findings and conclusions, the following recommendations were set forth. Teachers should further improve classroom tactics that foster empathy, respect, and interpersonal growth among students, while school administrators may promote strategic planning and collaborative decision-making to maintain a positive learning environment. Policymakers and education authorities are encouraged to provide leadership training programs and necessary resources to support effective school management. Future

researchers may conduct longitudinal and expanded studies to further explore the dynamics of instructional management and its broader educational impacts.

Keywords— Instructional Management, School's Learning climate, Learner's Social Development, Interpersonal Skills, Public Elementary School.

I. INTRODUCTION

Instructional management strategies play a crucial role in shaping the quality and effectiveness of educational institutions. School leaders are expected not only to perform administrative responsibilities but also to guide instructional processes that directly influence teaching and learning. Effective instructional management involves supervising instruction, supporting teachers' professional development, monitoring curriculum implementation, and ensuring that teaching practices align with educational goals. Through these practices, school leaders can establish an environment that promotes both academic excellence and the holistic development of learners. In the Philippine educational context, the Department of Education (Philippines) emphasizes the importance of effective school leadership in sustaining the K to 12 curriculum, promoting inclusive education, and strengthening learner-centered instructional practices.

A well-managed school is often characterized by effective instructional supervision, opportunities for teacher professional growth, and the implementation of consistent behavioral and academic support systems. School leaders who effectively implement instructional management strategies are able to foster collaboration among teachers, improve instructional practices, and create conditions that support meaningful learning experiences. Studies indicate that instructional leadership and effective management practices significantly influence school climate, teacher motivation, and student learning outcomes (Berkovich & Eyal, 2017; Ng, Wang, & Liu, 2020). When instructional management strategies are implemented effectively, they contribute to the development of a positive school learning climate where students feel supported academically and socially. Such a climate encourages learner engagement, strengthens teacher-student relationships, and promotes learners' social development, including the development of interpersonal skills, positive behavior, and a sense of social responsibility (Collie et al., 2016; Wang & Degol, 2016).

The influence of instructional management strategies becomes even more significant. Schools often encounter challenges such as limited instructional resources, diverse learner needs, varying levels of parental involvement, and concerns related to student behavior and engagement. These challenges require school leaders to implement effective instructional management strategies that support teachers and create a conducive learning environment for learners. When instructional processes are properly guided and supported, schools are better able to maintain a positive learning climate that nurtures both academic achievement and social development among learners.

Given these conditions, understanding how instructional management strategies influence the school learning climate and learners' social development is essential. School leaders play a critical role in ensuring that instructional practices, teacher support systems, and school policies work together to promote a supportive and inclusive learning environment. Thus, this study aims to examine the instructional management strategies implemented by school leaders and determine how these strategies enhance the school learning climate and learners' social development.

1.1 Statement of the Problem

Problem/s which were addressed by the research

This study aims to determine how instructional management strategies enhance the school's learning climate and learners' social development in selected public schools of Calauan, Laguna. Specifically, it seeks to answer the following questions:

1. What is the extent of instructional management strategies in terms of:
 - 1.1 Instructional leadership;
 - 1.2 transformational leadership;
 - 1.3 collaborative decision-making; and
 - 1.4 strategic Planning and implementation?
2. What is the level of school's learning climate in terms of:
 - 2.1 Classroom environment;
 - 2.2 teacher-student relationships;
 - 2.3 academic support structures; and
 - 2.4 safety and orderliness?
3. What is the level of learners' social development in terms of:
 - 3.1 Interpersonal skills;
 - 3.2 Social responsibility;
 - 3.3 Respect and empathy; and
 - 3.4 Team work and Cooperation?
4. Is there a significant relationship between instructional management strategies and the school's learning climate?
5. Is there a significant relationship between the instructional management strategies and social development?

II. METHODOLOGY

A quantitative descriptive-correlational research design was employed in the study. Using stratified random sampling, ninety-nine (99) teacher-respondents were selected to ensure proportional representation across schools. Data were collected through a validated researcher-made questionnaire

using a five-point Likert scale. Statistical tools such as frequency, mean, standard deviation, and Pearson Product-Moment Correlation were used to analyze the data and determine the levels of the variables and the relationships among them.

III. RESULTS AND DISCUSSION

This part presents, interprets, and analyzes the data gathered in the study in order to address the research questions stated in Chapter 1. The presentation of findings was organized systematically through tables containing the statistical results, including the mean, standard deviation, remarks, and verbal interpretation of the responses provided by the teacher-respondents. These statistical tools were used to determine the extent of instructional management strategies practiced by school heads, as well as their influence on the school learning climate and learners' social development.

Specifically, this chapter examined the different dimensions of instructional management strategies, namely instructional leadership, transformational leadership, collaborative decision-making, and strategic planning and implementation. It also analyzed the status of the school learning climate and the level of learners' social development as perceived by the respondents. Furthermore, the chapter determined the significant relationship between instructional management strategies, school learning climate, and learners' social development.

The tabulated data and corresponding interpretations served as the basis for understanding the perspectives of teachers regarding the effectiveness of school management practices in promoting a positive learning environment and supporting the social growth of learners. The findings of the study also provided evidence that may contribute to improving instructional practices and strengthening school leadership in public elementary schools.

Extent of Instructional Management Strategies

In this study, the extent of instructional management strategies refers to the instructional practices of school heads in terms of instructional leadership, transformational leadership, collaborative decision-making, and strategic planning and implementation. These practices reflect how school heads manage instruction, support teachers, and promote effective teaching and learning in schools.

The following tables present the statements, mean scores, standard deviations, remarks, and verbal interpretations based on the responses of the teacher-respondents. The results provide an assessment of the extent of instructional management strategies practiced by school heads as perceived by the respondents.

Table 1 shows the extent of instructional management strategies in terms of instructional leadership. It displays the statements, mean, standard deviation, and remarks. The highest mean was recorded for the statement "ensures that teaching strategies are aligned with the curriculum standards" ($M = 4.78$, $SD = 0.42$), indicating a very high extent of practice. Likewise, classroom observation and encouragement of effective instructional strategies also received high ratings

($M = 4.77$, $SD = 0.42$). The lowest mean was noted for “provides constructive feedback to teachers after classroom observations” ($M = 4.66$, $SD = 0.50$), though it still reflects a very high extent of instructional leadership.

Table 1. Extent of Instructional Management Strategies in terms of Instructional Leadership

Statements The school head...	Mean	SD	Remarks
...regularly observes classroom instruction to improve teaching practices.	4.77	0.42	Strongly Agree
...provides constructive feedback to teachers after classroom observations.	4.66	0.50	Strongly Agree
...ensures that teaching strategies are aligned with the curriculum standards.	4.78	0.42	Strongly Agree
...supports teachers in improving learners' academic performance.	4.74	0.48	Strongly Agree
...encourages the use of effective instructional strategies in teaching.	4.77	0.42	Strongly Agree
Weighted Mean	4.74		
SD	0.26		
Verbal Interpretation	Very High Extent		

The overall result shows that instructional leadership attained a weighted mean of 4.74 with a standard deviation of 0.26. This was verbally interpreted as Very High Extent, signifying that school heads consistently implemented instructional management strategies across the schools studied.

In summary, the findings demonstrate that school authorities exhibit strong instructional leadership capabilities. They actively conduct classroom observations, provide feedback, support teachers in improving learner performance, and ensure curriculum-based teaching alignment. These practices highlight their commitment to sustaining effective teaching and fostering student growth.

Table 2 presents the extent of instructional management strategies in terms of transformational leadership.

Table 2. Extent of Instructional Management Strategies in terms of Transformational Leadership Strategies

Statements The school head...	Mean	SD	Remarks
...inspires teachers to try new and creative teaching methods.	4.84	0.37	Strongly Agree
...communicates a clear vision for improving the school.	4.80	0.43	Strongly Agree
...provides opportunities for teachers to learn and grow professionally.	4.76	0.45	Strongly Agree
...acknowledges teachers' achievements and efforts.	4.84	0.39	Strongly Agree
...encourages teachers to collaborate and share innovative ideas.	4.81	0.39	Strongly Agree
Weighted Mean	4.81		
SD	0.20		
Verbal Interpretation	Very High Extent		

The highest mean scores were recorded for the statements “inspires teachers to try new and creative teaching methods” ($M = 4.84$, $SD = 0.37$) and “acknowledges teachers' achievements and efforts” ($M = 4.84$, $SD = 0.39$). These results indicate that school heads strongly emphasize innovation and recognition in their leadership practices. The lowest mean was observed for “provides opportunities for

teachers to learn and grow professionally” ($M = 4.76$, $SD = 0.45$), though it still reflects a very high extent of transformational leadership.

The overall result shows a weighted mean of 4.81 with a standard deviation of 0.20. This was verbally interpreted as Very High Extent, signifying that transformational leadership strategies were consistently practiced by school heads across the schools studied.

In summary, the findings highlight that school authorities demonstrate strong transformational leadership. They inspire teachers to innovate, communicate a clear vision, encourage collaboration, and recognize teacher achievements. These practices foster professional growth and create a supportive environment that enhances teaching effectiveness.

This supports the claim of which emphasize that transformational leadership positively influences teacher motivation, collaboration, and school improvement.

Table 3. Extent of Instructional Management Strategies in terms of Collaborative Decision-Making

Statements The school head...	Mean	SD	Remarks
...consults teachers before implementing major school policies.	4.80	0.40	Strongly Agree
...promotes open discussion of school issues among teachers.	4.83	0.38	Strongly Agree
...creates committees or working groups to address school programs and concerns.	4.85	0.36	Strongly Agree
...encourages teachers to share their opinions during faculty meetings.	4.79	0.41	Strongly Agree
...considers teachers' suggestions in planning school activities.	4.75	0.46	Strongly Agree
Weighted Mean	4.80		
SD	0.18		
Verbal Interpretation	Very High Extent		

Table 3 presents the extent of instructional management strategies in terms of collaborative decision-making. The highest mean was recorded for the statement “creates committees or working groups to address school programs and concerns” ($M = 4.85$, $SD = 0.36$), showing that school heads strongly emphasize participatory structures in decision-making. The lowest mean was noted for “considers teachers' suggestions in planning school activities” ($M = 4.75$, $SD = 0.46$), though it still reflects a very high extent of collaborative practice.

The overall result shows a weighted mean of 4.80 with a standard deviation of 0.18. This was verbally interpreted as Very High Extent, signifying that collaborative decision-making strategies were consistently implemented by school heads across the schools studied.

In summary, the findings highlight that school authorities actively involve teachers in decision-making processes. They consult teachers before implementing policies, encourage open discussions, and create committees to address school concerns. These practices foster inclusivity and ensure that teachers' voices are considered in shaping school programs and activities.

Table 4 presents the extent of instructional management strategies in terms of strategic planning and implementation. The highest mean scores were recorded for the statements

“ensures that teachers understand the school improvement plan and their roles” ($M = 4.81$, $SD = 0.42$) and “implements school plans effectively with the participation of all staff” ($M = 4.81$, $SD = 0.42$). These results indicate that school heads strongly emphasize clarity of roles and collaborative implementation. The lowest mean was noted for “allocates necessary resources to support school plans” ($M = 4.76$, $SD = 0.43$), though it still reflects a very high extent of practice.

Table 4. Extent of Instructional Management Strategies in terms of Strategic Planning and Implementation

Statements	Mean	SD	Remarks
The school head...			
...establishes clear goals for school improvement.	4.78	0.42	Strongly Agree
...ensures that teachers understand the school improvement plan and their roles.	4.81	0.42	Strongly Agree
...regularly evaluates progress toward achieving school goals.	4.78	0.42	Strongly Agree
...implements school plans effectively with the participation of all staff.	4.81	0.42	Strongly Agree
...allocates necessary resources (budget, materials, and time) to support school plans.	4.76	0.43	Strongly Agree
Weighted Mean	4.79		
SD	0.23		
Verbal Interpretation	Very High Extent		

The overall result shows a weighted mean of 4.79 with a standard deviation of 0.23. This was interpreted as Very High Extent, signifying that strategic planning and implementation strategies were consistently practiced by school heads across the schools studied.

In summary, the findings highlight that school authorities demonstrate strong capabilities in strategic planning. They establish clear goals, ensure teacher understanding of improvement plans, evaluate progress regularly, and implement school programs with active staff participation. These practices underscore their commitment to aligning resources and actions with school improvement objectives.

Level of School's Learning Climate

The study evaluates school learning conditions through three assessment elements which include Classroom environment Teacher-student relationships Academic support structures and Safety and orderliness.

The following tables show the statement, mean, standard deviation, remarks and verbal interpretation from the perspectives of respondents.

Table 5 presents the level of the school's learning climate in terms of classroom environment. The highest mean was recorded for the statement “ensures that safety measures are consistently observed” ($M = 4.92$, $SD = 0.27$), showing that respondents strongly agreed that safety is a top priority in classrooms. The lowest mean was noted for “creates an environment where students feel comfortable expressing ideas” ($M = 4.75$, $SD = 0.46$), though it still reflects a very high extent of classroom climate practices.

The overall result shows a weighted mean of 4.84 with a standard deviation of 0.20. This was verbally interpreted as Very High Extent, signifying that classroom environments across the schools studied were consistently maintained at an optimal level.

In summary, the findings highlight that schools provide clean, organized, and learner-friendly classrooms, ensure access to instructional materials, and uphold safety and order. These practices foster a supportive environment where students can learn effectively and feel secure, while also encouraging respect and discipline.

Table 5. Level of School's Learning Climate in terms of Classroom Environment

Statements	Mean	SD	Remarks
The school...			
...maintains clean, organized, and learner-friendly classrooms.	4.82	0.39	Strongly Agree
...provides adequate and accessible instructional materials.	4.82	0.39	Strongly Agree
...ensures that safety measures are consistently observed.	4.92	0.27	Strongly Agree
...creates an environment where students feel comfortable expressing ideas.	4.75	0.46	Strongly Agree
...enforces classroom rules and routines that promote respect and order.	4.88	0.33	Strongly Agree
Weighted Mean	4.84		
SD	0.20		
Verbal Interpretation	Very High		

Table 6 presents the level of the school's learning climate in terms of teacher-student relationships. The highest mean was recorded for the statement “provides timely and constructive feedback to learners” ($M = 4.86$, $SD = 0.35$), showing that teachers consistently deliver feedback that supports student learning. The lowest mean was noted for “shows genuine concern for students' well-being” ($M = 4.74$, $SD = 0.48$), though it still reflects a very high extent of positive teacher-student relationships.

Table 6. Level of School's Learning Climate in terms of Teacher-Student Relationships

Statements	Mean	SD	Remarks
The teachers...			
...maintain respectful and supportive interactions with students.	4.80	0.43	Strongly Agree
...show genuine concern for students' well-being.	4.74	0.48	Strongly Agree
...provide timely and constructive feedback to learners.	4.86	0.35	Strongly Agree
...encourage students to participate actively in class.	4.84	0.37	Strongly Agree
...are approachable when students seek help or advice.	4.80	0.40	Strongly Agree
Weighted Mean	4.81		
SD	0.24		
Verbal Interpretation	Very High		

The overall result shows a weighted mean of 4.81 with a standard deviation of 0.24. This was verbally interpreted as Very High Extent, signifying that teacher-student relationships were consistently perceived as respectful, supportive, and constructive across the schools studied.

In summary, the findings highlight that teachers maintain strong interpersonal connections with students. They demonstrate respect, provide timely feedback, encourage active participation, and remain approachable when students seek help. These practices foster a supportive classroom

climate that enhances both academic performance and social development.

Table 7. Level of School's Learning Climate in terms of Academic Support Structures

Statements The school...	Mean	SD	Remarks
...provides remedial programs or tutoring for struggling learners.	4.89	0.31	Strongly Agree
...encourages peer-assisted learning and mentoring activities.	4.83	0.40	Strongly Agree
...supports teachers in differentiating instruction for diverse learners.	4.97	0.17	Strongly Agree
...makes learning resources (library, ICT tools, etc.) readily available.	4.81	0.39	Strongly Agree
...implements programs that help students meet grade-level competencies.	4.80	0.40	Strongly Agree
Weighted Mean	4.86		
SD	0.15		
Verbal Interpretation	Very High		

Table 7 presents the level of the school's learning climate in terms of academic support structures. The highest mean was recorded for the statement "supports teachers in differentiating instruction for diverse learners" ($M = 4.97$, $SD = 0.17$), showing that schools strongly prioritize instructional differentiation to meet varied student needs. The lowest mean was noted for "implements programs that help students meet grade-level competencies" ($M = 4.80$, $SD = 0.40$), though it still reflects a very high extent of academic support.

The overall result shows a weighted mean of 4.86 with a standard deviation of 0.15. This was verbally interpreted as Very High Extent, signifying that academic support structures were consistently implemented across the schools studied.

In summary, the findings highlight that schools provide strong academic support systems. These include remedial programs, peer-assisted learning, differentiated instruction, and accessible learning resources. Such practices ensure that students receive the necessary support to meet grade-level expectations and improve their academic performance.

Table 8. Level of School's Learning Climate in terms of Safety and Orderliness

Statements The school...	Mean	SD	Remarks
...ensures that students feel physically safe on campus.	4.91	0.29	Strongly Agree
...enforces clear rules and routines in classrooms and hallways.	4.96	0.20	Strongly Agree
...promotes respect among students and prevents bullying.	4.85	0.36	Strongly Agree
...maintains a calm and orderly school environment.	4.86	0.35	Strongly Agree
...applies discipline fairly and consistently to all learners.	4.83	0.38	Strongly Agree
Weighted Mean	4.88		
SD	0.17		
Verbal Interpretation	Very High		

Table 8 presents the level of the school's learning climate in terms of safety and orderliness. The highest mean was recorded for the statement "enforces clear rules and routines in classrooms and hallways" ($M = 4.96$, $SD = 0.20$), showing that respondents strongly agreed that discipline and structure

are consistently maintained. The lowest mean was noted for "applies discipline fairly and consistently to all learners" ($M = 4.83$, $SD = 0.38$), though it still reflects a very high extent of safety and orderliness practices.

The overall result shows a weighted mean of 4.88 with a standard deviation of 0.17. This was verbally interpreted as Very High Extent, signifying that schools consistently uphold safety measures and maintain orderly environments across the institutions studied.

In summary, the findings highlight that schools provide safe and structured learning environments. They enforce clear rules, promote respect among students, prevent bullying, and apply discipline fairly. These practices foster a calm and orderly atmosphere that supports effective teaching and learning.

Level of Learners' Social Development

The study measured learners' social development through four key dimensions: interpersonal skills, social responsibility, respect and empathy, and teamwork and cooperation. These aspects reflect how learners interact with others, demonstrate responsible behavior, show consideration for their peers, and work collaboratively within the school environment. Together, these dimensions provide a broader understanding of learners' social behavior and their ability to contribute to a positive and supportive learning environment.

The following tables present the statements, mean scores, standard deviations, remarks, and verbal interpretations based on the responses of the teacher-respondents. The results provide a structured assessment of the learners' level of social development and serve as the basis for analyzing how instructional management strategies and the school learning climate influence students' social growth and behavior.

Table 9. Level of Learner's Social Development in terms of Interpersonal Skills

Statements The learners...	Mean	SD	Remarks
...cooperate effectively during group activities.	4.81	0.39	Strongly Agree
...demonstrate empathy and understanding toward classmates.	4.76	0.45	Strongly Agree
...communicate respectfully with teachers and peers.	4.75	0.44	Strongly Agree
...willingly share ideas and listen to others.	4.84	0.37	Strongly Agree
...resolve misunderstandings through respectful dialogue.	4.77	0.42	Strongly Agree
Weighted Mean	4.79		
SD	0.19		
Verbal Interpretation	Very High		

Table 9 presents the level of learners' social development in terms of interpersonal skills. The highest mean was recorded for the statement "willingly share ideas and listen to others" ($M = 4.84$, $SD = 0.37$), showing that students strongly demonstrate openness and collaboration. The lowest mean was noted for "communicate respectfully with teachers and peers" ($M = 4.75$, $SD = 0.44$), though it still reflects a very high extent of interpersonal skills among learners.

The overall result shows a weighted mean of 4.79 with a standard deviation of 0.19. This was verbally interpreted as Very High Extent, signifying that learners consistently exhibited strong interpersonal skills across the schools studied. In summary, the findings highlight that students demonstrate cooperation, empathy, respectful communication, and the ability to resolve misunderstandings constructively. These practices foster positive peer relationships and contribute to a supportive learning environment that enhances both academic and social growth.

Table 10. Level of Learner's Social Development in terms of Social Responsibility

Statements The learners...	Mean	SD	Remarks
...participate in school and community service activities.	4.76	0.43	Strongly Agree
...exhibit concern for environmental cleanliness and sustainability.	4.83	0.38	Strongly Agree
...show leadership in promoting peace and order in the school.	4.79	0.41	Strongly Agree
...willingly assist classmates with learning difficulties.	4.69	0.49	Strongly Agree
...demonstrate awareness of their role as responsible citizens.	4.80	0.40	Strongly Agree
Weighted Mean	4.77		
SD	0.23		
Verbal Interpretation	Very High		

Table 10 presents the level of learners' social development in terms of social responsibility. The highest mean was recorded for the statement "exhibit concern for environmental cleanliness and sustainability" ($M = 4.83$, $SD = 0.38$), showing that students strongly demonstrate awareness of environmental stewardship. The lowest mean was noted for "willingly assist classmates with learning difficulties" ($M = 4.69$, $SD = 0.49$), though it still reflects a very high extent of social responsibility among learners.

The overall result shows a weighted mean of 4.77 with a standard deviation of 0.23. This was verbally interpreted as Very High, signifying that learners consistently exhibited strong social responsibility across the schools studied.

In summary, the findings highlight that students actively participate in school and community service, show leadership in promoting peace and order, and demonstrate concern for both their peers and the environment. These practices reflect their commitment to responsible citizenship and their ability to contribute positively to the school and community.

Table 11 presents the level of learners' social development in terms of respect and empathy. The highest mean was recorded for the statement "listen respectfully when others speak" ($M = 4.86$, $SD = 0.35$), showing that students strongly demonstrate attentiveness and respect in interactions. The lowest mean was noted for "encourage classmates to participate and include everyone" ($M = 4.76$, $SD = 0.43$), though it still reflects a very high extent of respect and empathy among learners.

The overall result shows a weighted mean of 4.81 with a standard deviation of 0.19. This was verbally interpreted as Very High Extent, signifying that learners consistently

exhibited strong respect and empathy across the schools studied.

Table 11. Level of Learner's Social Development in terms of Respect and Empathy

Statements The learners...	Mean	SD	Remarks
...listen respectfully when others speak.	4.86	0.35	Strongly Agree
...acknowledge and value differences among classmates.	4.77	0.47	Strongly Agree
...are caring and kind to those who are upset or hurt.	4.85	0.36	Strongly Agree
...encourage classmates to participate and include everyone.	4.76	0.43	Strongly Agree
...treat everyone fairly, regardless of background.	4.82	0.39	Strongly Agree
Weighted Mean	4.81		
SD	0.19		
Verbal Interpretation	Very High		

In summary, the findings highlight that students demonstrate fairness, inclusivity, kindness, and respect toward peers. They value differences, treat everyone equitably, and foster a supportive environment where classmates feel included and encouraged. These practices contribute to positive peer relationships and strengthen the social fabric of the school community.

Table 12. Level of Learner's Social Development in terms of Team work and Cooperation

Statements The learners...	Mean	SD	Remarks
...work well together on group projects.	4.78	0.42	Strongly Agree
...willingly share tasks and responsibilities with groupmates.	4.80	0.45	Strongly Agree
...listen to and build on others' ideas during group work.	4.81	0.39	Strongly Agree
...complete group tasks and projects on time.	4.70	0.46	Strongly Agree
...support and encourage each other in team activities.	4.87	0.34	Strongly Agree
Weighted Mean	4.79		
SD	0.22		
Verbal Interpretation	Very High		

Table 12 presents the level of learners' social development in terms of teamwork and cooperation. The highest mean was recorded for the statement "support and encourage each other in team activities" ($M = 4.87$, $SD = 0.34$), showing that students strongly demonstrate mutual support and encouragement in collaborative settings. The lowest mean was noted for "complete group tasks and projects on time" ($M = 4.70$, $SD = 0.46$), though it still reflects a very high extent of teamwork and cooperation among learners.

The overall result shows a weighted mean of 4.79 with a standard deviation of 0.22. This was verbally interpreted as Very High Extent, signifying that teamwork and cooperation were consistently exhibited by learners across the schools studied.

In summary, the findings highlight that students actively collaborate in group projects, share responsibilities, build on each other's ideas, and encourage peers in team activities. These practices foster a cooperative learning environment that

strengthens both academic performance and social development.

Test of Association Between the Instructional Management Strategies and the School's Learning Climate

To test the significant relationship between the instructional management strategies and the school's learning climate in terms of Classroom environment, Teacher-student relationships, Academic support structures, and Safety and orderliness they were treated statistically using Real Statistics Data Analysis Tools using the Pearson Product Moment Correlation Coefficient.

Table 13. Significant Relationship between the Instructional Management Strategies and the School's Learning Climate

Instructional Strategies	Management	Classroom environment	Teacher-student relationships	Academic support structures	Safety and orderliness
Instructional Leadership	Pearson				
	Correlation	0.268**	0.033	0.280**	0.233**
	Sig. (2-tailed)	0.007	0.746	0.005	0.020
	N	99	99	99	99
Transformational leadership strategies	Pearson				
	Correlation	0.296**	0.121	0.275**	0.313**
	Sig. (2-tailed)	0.003	0.232	0.006	0.002
	N	99	99	99	99
Collaborative decision-making	Pearson				
	Correlation	0.204*	0.186	0.159	0.277**
	Sig. (2-tailed)	0.043	0.065	0.116	0.006
	N	99	99	99	99
Strategic Planning and implementation	Pearson				
	Correlation	0.219*	0.038	0.212*	0.187
	Sig. (2-tailed)	0.029	0.709	0.035	0.064
	N	99	99	99	99

In Table 13, a significant positive correlation was observed between instructional management strategies and the school's learning climate, indicating that teachers who perceived higher implementation of instructional management strategies also tended to perceive a more positive school learning climate ($r(99)$, $p < .05$). This suggests that increased instructional management strategies are associated with better classroom conditions, stronger academic support systems, and improved safety and orderliness within the school environment. Effective instructional management practices such as instructional leadership, collaborative planning, and strategic implementation may help establish organized and supportive learning environments that encourage student engagement and effective teaching practices.

No statistically significant correlation was found between instructional management strategies and the teacher-student relationships dimension of the school's learning climate ($r(99)$, $p > .05$). This indicates that, within this group, instructional management strategies did not significantly predict teacher-student relationships, contrary to some expectations. The result may imply that teacher-student

relationships are influenced more by personal interaction, communication styles, emotional support, and individual classroom practices rather than by management strategies alone. Although school leadership contributes to the general learning environment, the quality of teacher-student relationships may depend more on teachers' interpersonal skills and daily classroom interactions with learners.

Test of Association Between the Instructional Management Strategies and the Learners' Social Development

To test the significant relationship between the instructional management strategies and the learners' social development in terms of Interpersonal skills, Social responsibility, Respect and empathy, and Team work and Cooperation they were treated statistically using Real Statistics Data Analysis Tools using the Pearson Product Moment Correlation Coefficient.

In Table 14 a significant positive correlation was observed between instructional management strategies and the Interpersonal skills of learners' social development, indicating that teachers who engaged more tended to achieve learners' social development ($r(99)$ $p < .05$). This suggests that increased instructional management strategies is associated with better Interpersonal skills of learners' social development.

Table 14. Significant Relationship between Instructional Management Strategies and the Learners' Social Development

Instructional Strategies	Management	Interpersonal skills	Social responsibility	Respect and empathy	Teamwork and Cooperation
Instructional Leadership					
		0.098	0.163	0.054	0.057
	Sig. (2-tailed)	0.335	0.107	0.596	0.575
	N	99	99	99	99
Transformational Tr strategies	Pearson				
	Correlation	0.263**	0.094	0.151	0.002
	Sig. (2-tailed)	0.009	0.355	0.136	0.984
	N	99	99	99	99
Collaborative decision-making	Pearson				
	Correlation	0.308**	0.233**	0.198*	0.104
	Sig. (2-tailed)	0.002	0.020	0.049	0.306
	N	99	99	99	99
Strategic Planning and implementation	Pearson				
	Correlation	0.355**	0.190	0.15	0.136
	Sig. (2-tailed)	0.000	0.060	0.138	0.180
	N	99	99	99	99

No statistically significant correlation was found between the instructional management strategies and the learners' social development ($r(99)$ $p > .05$). This indicates that, within this group, the instructional management strategies did not significantly predict learners' social development, contrary to some anecdotal expectations.

IV. CONCLUSION AND RECOMMENDATIONS

The study revealed that instructional management strategies significantly influence the school's learning climate.

Thus, the hypothesis is rejected. This indicates that the instructional practices and leadership approaches demonstrated by school heads play an important role in creating a positive and supportive learning environment.

On the other hand, the study found that instructional management strategies have no significant relationship with learners' social development as a whole. Therefore, the null hypothesis is accepted. This implies that learners' social development may be influenced by factors other than instructional management strategies, such as family background, peer interactions, community involvement, and individual learner experiences.

Based on the drawn conclusions resulted to the following recommendations were given:

School leaders may place greater emphasis on collaborative decision-making by involving teachers more actively in instructional planning and policy development, thereby strengthening inclusivity and ownership of school initiatives.

Teachers are encouraged to continue nurturing positive teacher–student relationships and to integrate classroom activities that promote respect and empathy, addressing the areas where learners' social development showed variability.

Policymakers and DepEd officials may consider designing leadership training programs that focus on collaborative

leadership and strategic planning, while also providing schools with resources that improve safety and orderliness to ensure conducive learning environments.

Future researchers are encouraged to conduct longitudinal studies to examine how instructional management strategies evolve over time and to expand the scope of inquiry to private schools and secondary levels, thereby enriching the generalizability of findings.

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