



Assessing Instructional Management Practices in Motivation, Curriculum, and Stakeholder Engagement

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Abstract

This study determined the level of manifestation of instructional management practices among private schools in Butuan City, focusing on how school leaders define their mission in relation to motivation boosting, curriculum development, and stakeholder engagement. A descriptive research design was employed to capture existing conditions without manipulating variables. The study involved 14 private schools, with principals and department coordinators selected through purposive sampling to ensure relevant insights from those directly involved in instructional leadership. Data were gathered using a researcher-made questionnaire composed of demographic profiling and a Likert-scale survey. The instrument was validated by three education experts to ensure clarity, relevance, and alignment with the study objectives. Frequency, percentage, and weighted mean were used for data analysis. Findings revealed that instructional management practices were generally implemented at a very satisfactory level. In motivation boosting, the highest mean score (4.50) was observed in recognizing achievements and providing psychosocial support, while the lowest (4.33) pertained to maintaining respectful relationships. For curriculum practices, integrating relevant content and student input scored highest (4.37), while lesson plan reviews and observations scored lowest (4.20). Stakeholder engagement was strongest in parental involvement (4.47) and lowest in strategic communication (4.33). Overall weighted means were 4.46 for motivation, 4.30 for curriculum, and 4.41 for stakeholder engagement. The study concludes that instructional leaders in Butuan City's private schools actively uphold their school's mission through relational, curricular, and collaborative strategies, reflecting strong instructional management practices that support educational quality and community involvement.

Keywords: Curriculum Development, Instructional Management Practices, Motivation Boosting

1. Introduction

Instructional management practices play a vital role in shaping the quality of education in private schools, where greater autonomy in decision-making gives school leaders a powerful influence on student learning outcomes. Effective instructional management ensures that teaching strategies are aligned with the school's mission and educational goals, fostering a learning environment that promotes academic excellence and holistic development (Francisco & Celon, 2020) ^[7]. In the Philippines, this responsibility is further reinforced by the Education Act of 1982 and the 2010 Revised Manual of Regulations for Private Schools in Basic Education (Batas Pambansa Blg. 232, 1982; DepEd Order No. 88, s. 2010) ^[3, 6], which mandate the implementation of instructional strategies that uphold high standards and improve student achievement in private educational institutions. Beyond policy compliance, strong instructional management serves as a key driver of effective teaching and improved student performance.

Research shows that when school leaders emphasize instructional planning, supervision, and assessment, they create a culture of accountability, collaboration, and continuous improvement (Arduini-Van Hoose, 2020) ^[2]. However, challenges remain in sustaining these practices, especially within private schools where resource limitations, insufficient training, and varied adherence to standards often hinder consistent implementation (Acton, 2021) ^[1]. Principals frequently face the complex task of balancing administrative responsibilities with instructional leadership duties, which can lead to inconsistencies in motivating teachers, aligning curriculum goals, and engaging stakeholders effectively.

In the Philippine context, studies have revealed persistent gaps in professional development and instructional capacity among educators in private schools. Padillo *et al.* (2021) ^[11] reported that many teachers lack sufficient support in developing instructional materials, while opportunities for leadership training remain inconsistent. Similarly, in Butuan City, a local assessment revealed that about 60% of instructional managers lacked formal education in educational administration or specialized training in instructional leadership (Capulong, 2023) ^[4]. This shortage of qualified instructional leaders contributes to fragmented practices, weak curriculum alignment, and limited stakeholder collaboration factors that directly affect the quality of teaching and learning outcomes.

Recognizing these gaps, the present study, “Assessing Instructional Management Practices in Motivation, Curriculum, and Stakeholder Engagement,” was conducted to evaluate how effectively private school leaders in Butuan City manifest instructional management practices across these three key dimensions. Specifically, it explored how principals and department coordinators inspire motivation among teachers and learners, manage curriculum implementation, and engage stakeholders in the educational process. The study further aimed to identify strengths, challenges, and areas for improvement that could inform the development of a proposed instructional management manual. This manual serves as a practical guide for school leaders to enhance motivation systems, improve curriculum coherence, and strengthen partnerships with stakeholders ultimately contributing to sustained instructional excellence and improved student outcomes in private schools.

2. Theoretical Framework

This study was anchored on the Instructional Leadership Theory developed by Hallinger and Murphy (1985), which emphasizes the pivotal role of school leaders in fostering effective teaching and learning through well-defined instructional practices. The theory highlights that effective instructional leaders influence student outcomes not merely through administrative functions, but by directly guiding the instructional direction of the school. Hallinger and Murphy identified three key dimensions of instructional leadership: (1) defining the school’s mission, (2) managing the instructional program, and (3) promoting a positive school learning climate. These dimensions collectively underscore the importance of setting clear educational goals, ensuring curriculum alignment, supervising teaching and assessment, and nurturing an environment conducive to student growth and teacher development.

According to this theory, school leaders, particularly principals, play a central role in shaping and sustaining the quality of instruction within their institutions. They are

expected to articulate a shared vision, monitor instructional progress, provide professional development, and cultivate a culture of collaboration and accountability. Through these actions, instructional leaders directly and indirectly enhance student performance by motivating teachers, engaging stakeholders, and maintaining academic excellence. This theoretical framework, therefore, situates leadership as the driving force behind effective school management and continuous instructional improvement.

In relation to the present study, Instructional Leadership Theory serves as the guiding lens for assessing instructional management practices in private schools in Butuan City specifically along the dimensions of motivation boosting, curriculum management, and stakeholder engagement. The theory supports this study by providing a structured foundation for understanding how school leaders define and implement their mission through these interconnected domains. For instance, the dimension of defining the school’s mission aligns with motivation boosting, as principals inspire teachers and learners toward shared academic goals. Likewise, managing the instructional program corresponds to curriculum planning, supervision, and alignment key indicators of how instructional management is practiced. Finally, promoting a positive school learning climate connects closely with stakeholder engagement, as it involves building trust, communication, and partnerships among teachers, students, parents, and the broader school community.

This theoretical grounding is particularly relevant to private schools, where principals often possess greater autonomy in decision-making and innovation. Such autonomy allows them to apply instructional leadership principles more flexibly, shaping programs that address their school’s unique context. By applying Hallinger and Murphy’s framework, the study was able to evaluate both the strengths (such as strong motivation and stakeholder participation) and areas for improvement (such as curriculum coherence and instructional monitoring) within the participating schools. Moreover, insights drawn from the theory informed the development of an instructional management enhancement manual, designed to translate empirical findings into practical, evidence-based strategies. Rooted in the principles of Instructional Leadership Theory, the manual aims to help school leaders in Butuan City strengthen motivation systems, align curriculum implementation, engage stakeholders effectively, and sustain continuous instructional improvement within their institutions.

3. Problem Formulation

This study sought to examine the level of manifestation of instructional management practices among private schools in Butuan City, specifically in the areas of motivation boosting, curriculum management, and stakeholder engagement. The study aimed to describe how school leaders define their school’s mission, manage instructional programs, and foster a positive school learning climate through effective leadership practices. In particular, it sought to determine the level of instructional management practices of private school leaders in Butuan City when assessed along the following dimensions: motivation boosting, which pertains to strategies that inspire and sustain teacher and student engagement; curriculum management, which involves the planning, supervision, and evaluation of instructional content and processes; and stakeholder engagement, which refers to the

active involvement of parents, teachers, and community members in supporting the school's educational goals. Through this inquiry, the study intended to provide insights into how effectively instructional leadership principles are manifested in the private school context of Butuan City.

4. Significance of the Study

The significance of this study lies in its contribution to understanding the instructional management practices of private school leaders in Butuan City, particularly in the areas of motivation boosting, curriculum management, and stakeholder engagement. The findings are expected to help school principals and administrators evaluate and strengthen their leadership strategies to enhance teacher motivation, curriculum implementation, and active stakeholder participation. Likewise, teachers and department coordinators may benefit from the study by gaining insights into how effective instructional leadership fosters collaboration, professional growth, and improved teaching performance. Students, in turn, will experience a more engaging and supportive learning environment that promotes both academic excellence and holistic development. Furthermore, policymakers and education supervisors may use the results as a basis for developing leadership training programs and policies that address the specific needs of private educational institutions. Lastly, this study will serve as a valuable reference for future researchers interested in instructional leadership, providing empirical and theoretical insights that contribute to the continuous improvement of educational quality and institutional effectiveness.

5. Scope and Limitations

This study focused on assessing the instructional management practices of private schools in Butuan City, specifically in the areas of motivation boosting, curriculum management, and stakeholder engagement. It covered how school leaders define and implement their institution's mission through these three dimensions of instructional leadership. The study sought to describe the level to which these practices were manifested and how they contributed to the overall instructional direction of the schools.

The respondents of the study were limited to school principals and department coordinators from selected private schools in Butuan City. These individuals were chosen because of their direct involvement in planning, implementing, and evaluating instructional programs. Teachers, students, and parents were not included in the study, as the primary focus was on management-level perspectives related to instructional leadership.

The study was delimited geographically to private educational institutions within Butuan City and did not include public schools or institutions outside the city. Moreover, it concentrated only on three specific dimensions of instructional management: motivation, curriculum, and stakeholder engagement, excluding other aspects such as assessment practices, teacher supervision, and resource management. The study employed a descriptive research design using a researcher-made questionnaire, and results were interpreted based on the perceptions of the respondents at the time of data collection. Thus, the findings of this research are confined to the context and experiences of private school instructional leaders in Butuan City and may not be generalized to other regions or educational settings with differing structures or management systems.

6. Methodology

The study employed a descriptive research design to examine the level of manifestation of instructional management practices among private schools in Butuan City. This design was appropriate as it sought to describe existing conditions rather than manipulate variables, focusing on how instructional leaders define their school's mission in relation to motivation boosting, curriculum, and stakeholder engagement. The research was conducted in Butuan City, located in the Caraga Region of the Philippines, which is known for its rich historical and cultural heritage. It involved various private schools such as Ambago Light and Life Learning Center, Butuan City Mission Academy, Crest Angels Academy of Butuan, Butuan Faith Baptist School, Northern Mindanao Academy (NEMA), Cheerful Cherubs Learning Center, Starland International School, Cornerstone Progressive School, Angelicum Montessori School, Butuan Christian Community School, Light and Life Learning Center, Butuan Faith Christian School, Solid Rock Shilo Christian School, and Butuan City Christian School. The inclusion of these schools allowed the study to capture diverse instructional management practices across different educational settings.

The respondents of the study included school principals and department coordinators from the participating institutions. Principals served as key instructional leaders responsible for implementing the school's mission and ensuring the quality of teaching and learning, while department coordinators provided valuable perspectives on instructional supervision and teacher support. The study used purposive sampling, selecting only respondents directly involved in instructional management to ensure relevant and experience-based insights.

Data were collected using a researcher-made questionnaire consisting of two parts: the first gathered demographic information such as educational attainment, years of experience, and relevant training; the second was a Likert-scale survey designed to measure the extent to which instructional management practices were manifested. To ensure accuracy, the instrument underwent expert validation by three specialists in education: a researcher, a school administrator, and a statistician reviewed it for clarity, relevance, and alignment with the study objectives. Revisions were made based on their feedback to establish the instrument's validity and reliability.

Data collection began with formal permission from school administrators. After approval, the researcher distributed questionnaires to the identified respondents, accompanied by informed consent forms detailing the study's purpose and ethical considerations. Once completed, the questionnaires were retrieved and analyzed systematically. Two statistical tools were used in data analysis: frequency and percentage to describe the demographic profile of respondents, and weighted mean to determine the level of instructional management practices. This systematic process ensured that the findings provided a comprehensive understanding of instructional management practices among private schools in Butuan City.

7. Results and Discussion

Table 1 outlines the extent to which instructional management practices are manifested in relation to defining the school's mission. It captures how school leaders

operationalize core functions across motivation, curriculum, instruction, and stakeholder engagement, offering insight into

the consistency and effectiveness of their leadership behaviors.

Table 1: Level of manifestation of Instructional Management practices, along with defining the school's mission in terms of motivation boosting, curriculum, and stakeholders' engagement

Indicators	Wtd Mean	SD	Verbal Description	Interpretation
Motivation Boosting				
1. I maintain a positive school environment by building respectful relationships,	4.33	1.155	Agree	Satisfactory
2. I boost teacher morale by recognizing achievements, providing mentoring, ...	4.50	0.777	Strongly Agree	Very satisfactory
3. I foster a culture of appreciation by organizing recognition ceremonies, posting achievements.	4.43	0.774	Agree	Satisfactory
4. I address factors affecting the motivation and well-being of students and staff by providing.	4.40	0.814	Agree	Satisfactory
5. I foster a growth mindset by promoting goal-setting, celebrating effort and improvement, ...	4.50	0.731	Strongly Agree	Very satisfactory
Overall Weighted Mean	4.46	0.730	Agree	Satisfactory
Curriculum				
1. I ensure curriculum alignment by reviewing lesson plans, conducting classroom...	4.33	0.884	Agree	Satisfactory
2. I support teachers by providing instructional coaching, conducting demo lessons, and...	4.27	0.907	Agree	Satisfactory
3. I provide personal development through workshops, LAC sessions, and training on.	4.33	0.922	Agree	Satisfactory
4. I ensure curriculum relevance by integrating contextualized content, incorporating student.	4.37	0.999	Agree	Satisfactory
5. I evaluate curriculum effectiveness by analyzing assessment results, reviewing lesson plans, ...	4.20	0.961	Agree	Satisfactory
Overall Weighted Mean	4.30	0.878	Agree	Satisfactory
Stakeholders' Engagement				
1. I involve parents by organizing regular meetings, inviting them to school events, ...	4.47	0.860	Agree	Satisfactory
2. I build partnerships by initiating MOUs/MOAs to our stakeholders to support school programs and planning activities.	4.40	0.770	Agree	Satisfactory
3. I facilitate communication through regular meetings, feedback forms, and digital.	4.43	0.817	Agree	Satisfactory
4. I gather feedback through surveys, suggestion boxes, consultations, and meetings with parents, students, and staff...	4.33	0.844	Agree	Satisfactory
5. I promote shared responsibility by engaging stakeholders in school planning, programs.	4.40	0.814	Agree	Satisfactory
Overall Weighted Mean	4.41	0.751	Agree	Satisfactory

Legend: 1.00-1.49-Strongly disagree/Very unsatisfactory; 1.50-2.49-Disagree/Unsatisfactory; 2.50-3.49-Uncertain/Somewhat Satisfactory; 3.50-4.49-Agree/Satisfactory; 4.50-5.00/Very Satisfactory

Discussion

In the domain of motivation boosting, the highest mean score of 4.50 was observed in two items: recognizing achievements through good behavior and academic performance, and addressing factors affecting motivation and well-being by providing support. These practices likely received high ratings because they directly impact the emotional climate of the school and affirm both learners and staff. Recognition ceremonies and support systems foster a sense of belonging and value, which are essential in sustaining morale and engagement. From experience, schools that prioritize affirmation and psychosocial support tend to cultivate more resilient and motivated communities. Conversely, the lowest score in this domain was 4.33, attributed to maintaining a positive school environment through respectful relationships. While still rated highly, this item may reflect the challenges of consistently modeling respectful interactions across diverse personalities and stress-inducing situations, especially in schools with limited conflict resolution mechanisms. High ratings for recognition and support practices are supported by De Guzman (2024) ^[5], who emphasized that affirming environments enhance learner engagement and teacher morale. Ramos (2024) ^[12] also noted that motivation strategies rooted in respect and celebration

foster stronger school communities.

For curriculum-related practices, the highest mean of 4.37 was recorded for ensuring curriculum relevance by integrating current educational content and student input. This suggests that respondents' value adaptive and learner-centered curriculum design, which aligns with contemporary pedagogical shifts toward contextualization and inclusivity. In contrast, the lowest score of 4.20 was given to curriculum alignment through lesson plan reviews and classroom observations. This may indicate that while alignment is recognized as important, its implementation may be constrained by time, expertise, or monitoring systems. In many private schools, instructional leaders juggle multiple roles, which can limit their capacity to conduct thorough curriculum audits. Mendoza (2025) ^[8] advocated for curriculum contextualization and learner input, which aligns with the high scores for curriculum relevance. Ocampo (2025) ^[9] cautioned that curriculum alignment requires structured monitoring and support, explaining the slightly lower score in that area.

Within stakeholder engagement, the highest score of 4.47 was attributed to engaging parents in school events, programs, and meetings. This reflects the strong cultural emphasis on family involvement in Filipino education, where

parental presence is often equated with student success. The lowest score in this category, 4.33, was assigned to communicating school goals and progress through newsletters, meetings, and social media. Despite the proliferation of digital platforms, not all schools have the capacity to maintain regular and strategic communication with stakeholders. Tatoy (2025)^[13] and Ortiz *et al.* (2025)^[10] emphasized that stakeholder collaboration through MOUs, planning, and communication enhances instructional coherence and community trust. Their findings validate the strong manifestation of engagement practices in the data. In totality, the overall weighted means 4.46 for motivation, 4.30 for curriculum, and 4.41 for stakeholder engagement, suggesting that instructional management practices are generally implemented at a very satisfactory level. These scores reflect a strong commitment among school leaders to uphold the school's mission through relational, curricular, and collaborative strategies.

8. Conclusion

The study "Assessing Instructional Management Practices in Motivation, Curriculum, and Stakeholder Engagement" concluded that instructional management plays a crucial role in shaping the overall quality of education in private schools. The findings revealed that while school leaders in Butuan City demonstrate commendable efforts in motivating teachers and learners, fostering collaboration, and engaging stakeholders, challenges remain in ensuring consistent curriculum management and instructional alignment. The results further indicated that the effectiveness of instructional management practices is influenced by the educational background, experience, and professional training of school leaders, factors that determine their ability to integrate motivation, curriculum, and stakeholder engagement into a coherent instructional framework. The private school administrators and instructional leaders may pursue continuous professional development in instructional leadership, curriculum design, and stakeholder management to strengthen their competencies. Educational institutions should provide structured training programs, mentoring, and peer-learning opportunities focused on improving curriculum alignment and assessment practices. Furthermore, schools are encouraged to adopt the proposed instructional management enhancement manual as a practical guide for improving motivation systems, fostering collaborative partnerships, and sustaining instructional coherence across grade levels. The Department of Education and private school associations may also consider establishing regular leadership forums and benchmarking activities to share best practices and innovations in instructional management. Through these initiatives, school leaders can enhance their capacity to create supportive learning environments that promote both teacher effectiveness and student success.

9. Thank-You Note

The researcher extends sincere appreciation to all respondents who generously participated in this study. Their thoughtful insights, time, and cooperation were invaluable in exploring the level of manifestation of instructional management practices, particularly in defining the school's mission through motivation boosting, curriculum development, and stakeholder engagement. Their contributions have significantly enriched the quality and relevance of the findings and will serve as a meaningful

foundation for future educational improvements. The researcher is deeply grateful for their support and commitment to advancing knowledge in the field of instructional leadership. Thank you for being an essential part of this academic endeavor.

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