

# Team-Oriented Instructional Management and Its Effect on Students' Academic Performance in Science 5

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**Abstract.** This research determined the extent of team-oriented instructional management and its relationship to students' academic performance in Science 5 at Cahayag Elementary School. Specifically, the study examined the profile of teacher and learner respondents, the extent of team-oriented instructional management practices, the extent of teachers' instructional practices in a collaborative environment, and the learners' performance in selected Science competencies related to the water cycle. The study also identified the enabling factors that support the effective implementation of collaborative instructional practices and proposed a team-oriented instructional management framework and activity sheets to enhance students' learning. The study employed a quantitative descriptive-correlational research design. The respondents consisted of twelve teachers and twenty-four Grade 5 learners from Cahayag Elementary School. Data were gathered using a structured questionnaire for teachers and performance-based assessment for learners focusing on three competencies: explaining how the Sun's energy drives the water cycle, describing the processes involved in the water cycle, and explaining the importance of the water cycle to life on Earth. The collected data were analyzed using frequency counts, percentages, weighted means, standard deviation, and Pearson's correlation coefficient. Findings revealed that team-oriented instructional management practices were implemented to a very high extent, particularly in terms of collaborative planning, shared leadership, coordination of instructional practices, and implementation of team-based instructional strategies. Teachers demonstrated strong collaboration characterized by positive professional attitudes, effective communication, and shared accountability for student learning. Learners also showed a high level of mastery of the selected Science competencies. Furthermore, the results indicated a significant relationship between team-oriented instructional management and students' academic performance. The study concluded that collaborative instructional practices contribute positively to improved learner performance and instructional effectiveness.

**Keywords:** academic performance; instructional leadership; Science competencies; teacher collaboration; team-oriented instructional management

## Introduction

Education is widely recognized as a key driver of national development because it enhances human potential, improves quality of life, and supports social and economic progress. Nations that have achieved sustainable development have historically invested in strengthening their educational systems and human capital. The growing recognition that education drives economic and social advancement is especially evident in developing countries, where education is used as a tool to achieve political, social, and economic goals (Stoner, 2025). Inside educational organizations, leadership and management competencies are crucial to ensuring institutional effectiveness. Effective leadership in educational institutions, particularly among school heads or principals, is crucial for enhancing educational quality and success (Vorontsova & Dahari, 2024).

In basic education, students' learning outcomes depend on effective instructional management. In the Philippines, the Department of Education's MATATAG Agenda focuses on quality teaching, collaborative practices, and learner-centered instruction. Team-oriented instructional management, in which teachers collaborate to plan, deliver, and evaluate lessons, supports these aims by improving teaching consistency and

promoting shared accountability for outcomes (Darling-Hammond et al., 2022). Instructional teams can better meet diverse learner needs and raise academic performance.

Team-oriented instructional management draws from social constructivism and professional learning community principles, stressing that instructional expertise is built through collective reflection and collaborative problem-solving. In the Philippines, Learning Action Cell sessions and school-based professional development foster collaborative practices. However, practices vary among elementary schools, particularly in terms of which teachers cover diverse learners and subject areas, resulting in differences in student achievement (Vescio et al., 2021).

Student academic performance in elementary schools in Region VII, including rural Bohol, is affected by basic skills gaps, resource deficiencies, and varying readiness levels. Collaborative instructional leadership and team-based teaching improve alignment, curriculum delivery, and assessment coherence (Leithwood et al., 2021). Teachers who share goals and responsibility provide more structured learning environments and support stronger academic outcomes, illustrating the importance of instructional teamwork in developing foundational competencies.

Despite the recognized value of collaborative instructional practices, limited empirical studies in the Philippine elementary context have explicitly examined how team-oriented instructional management practices—such as co-planning, shared decision-making, and joint assessment—influence students' academic performance. Most research focuses on individual teacher effectiveness rather than collaborative processes. This gap, evident in many public elementary schools—including Cahayag Elementary School in Bohol—shows that although teachers are expected to work collaboratively, the extent and impact of their joint effort on learner achievement are still underexplored. Clearly identifying and investigating how these team practices correlate with student outcomes can offer much-needed evidence to inform and strengthen collaboration, supervision, and professional development programs.

Given these conditions, this study will specifically examine how team-oriented instructional management affects students' academic performance in Cahayag Elementary School. The findings may directly inform enhancements to collaborative instructional frameworks, the implementation of LAC sessions, and support for DepEd initiatives intended to raise learner achievement in this context. Ultimately, clarifying this relationship for Cahayag Elementary School may help improve teaching quality and student outcomes.

## Research Questions

This research determined the extent of team-oriented instructional management and its relationship to student learning performance in Science 5 in Cahayag Elementary School, Division of Bohol, during School Year 2025–2026 as a basis for crafting effective team-oriented instructional management exercises.

Specifically, this study answers the following inquiries:

1. As perceived by the teachers, what is the extent of team-oriented instructional management in Science 5 in terms of the following aspects:
  - 1.1. collaborative planning;
  - 1.2. shared leadership and decision-making;
  - 1.3. coordination and monitoring of instructional practices, and
  - 1.4. implementation of team-based instructional strategies?
2. What is the extent of teachers' instructional team-oriented practices in terms of:
  - 2.1. collaborative lesson planning;
  - 2.2. creativity and innovation in team-designed lessons;
  - 2.3. communication and professional collaboration;
  - 2.4. subject matter expertise strengthened through collaboration;
  - 2.5. positive professional attitude and commitment; and
  - 2.6. teamwork and shared accountability for student learning?
3. As rated by the teachers, what is the performance of the learners in Science 5 on the competencies:
  - 3.1. explaining how the Sun's energy drives the water cycle;
  - 3.2. describing the processes involved in the water cycle, and
  - 3.3. explaining the importance of the water cycle to life on Earth.
4. Is there a significant relationship between the extent of team-oriented instructional management and students' academic performance?
5. What enabling factors support the effective implementation of team-oriented instructional management in Science 5?
6. What team-oriented instructional exercises can be designed?

## Scope and Delimitation of the Study

This study examined the extent of team-oriented instructional management and its effect on the academic performance of Grade 5 learners in Science at Cahayag Elementary School. It focused on key practices such as collaborative planning, shared leadership, instructional coordination, and team-based teaching strategies. The respondents were limited to twelve (12) teachers and twenty-four (24) Grade 5 learners. Learners' performance was assessed using selected competencies related to the water cycle, specifically on explaining the Sun's energy, describing processes, and explaining its importance. This study was confined to one school, selected Science competencies, and a quantitative descriptive–correlational design. It did not include other grade levels, subjects, or external factors such as socio-economic status and parental involvement. Therefore, the findings are limited to the study context and may not generalize to other settings.

## Literature Review

### Team-Oriented Instructional Management

Team-oriented instructional management refers to a collaborative process wherein teachers and school leaders jointly engage in instructional planning, implementation, monitoring, and evaluation to achieve educational goals. Unlike traditional instructional management, which emphasizes individual teacher autonomy, team-oriented instructional management promotes collective responsibility for teaching and learning outcomes. Jaiswal et al. (2021) emphasized that collaborative instructional processes enable educators to share expertise, coordinate practices, and respond collectively to instructional needs. Recent studies show that schools that institutionalize collaborative instructional systems demonstrate stronger instructional alignment, more consistent educational practices, and greater teacher efficacy. These findings suggest that team-oriented instructional management is an important mechanism for educational improvement (Pilotti et al., 2023).

### Collaborative Planning and Instructional Effectiveness

Guo et al. (2025) stated that collaborative planning is one of the most significant dimensions of team-oriented instructional management. It involves teachers working together to develop lesson plans, define learning objectives, select teaching strategies, and design assessments. They emphasized that the collaborative process enhances instructional quality by enabling teachers to share expertise, exchange best practices, and create coherent learning experiences. Furthermore, teachers who engage in collaborative planning are better positioned to provide consistent learning opportunities and address students' diverse needs effectively. Vangrieken et al. (2020), in a systematic review of teacher collaboration research, found that collaborative planning significantly influences instructional innovation, professional growth, and classroom effectiveness. Through collaboration, teachers become more reflective and adaptive practitioners. Several empirical studies also show that structured planning sessions improve curriculum implementation and academic achievement. Schools where teachers regularly engage in collaborative lesson planning exhibit stronger curriculum alignment and more effective classroom instruction. Therefore, collaborative planning serves as a fundamental component of team-oriented instructional management and contributes directly to teaching effectiveness.

### Shared Leadership and Decision-Making in Schools

Shared leadership involves distributing leadership responsibilities among teachers and school administrators rather than concentrating authority in a single individual. It promotes active participation in decision-making processes and encourages professional ownership of instructional initiatives. (Phebeni, 2025). Distributed Leadership Theory explains that different members of an organization can perform leadership functions collectively (Kieblock, 2025). This means that leadership responsibilities are shared among individuals rather than concentrated in a single leader. Through collaboration and shared decision-making, members contribute their knowledge and expertise to achieve common organizational goals. In educational settings, distributed leadership encourages teachers and administrators to work together in planning, problem-solving, and improving instructional practices, thereby enhancing school effectiveness. Leithwood et al. (2021) argued that successful schools promote collaborative leadership structures that facilitate teacher engagement in instructional decisions. Teachers who participate in school improvement initiatives are more committed to organizational goals and more accountable for student learning outcomes. Studies further indicate that schools utilizing shared leadership practices achieve higher levels of teacher motivation, professional collaboration, and organizational effectiveness. As teachers take on leadership roles, instructional innovations become more sustainable and better aligned with learner needs. These findings

suggest that shared leadership is an essential dimension of team-oriented instructional management and supports school-wide improvement efforts.

### **Professional Collaboration and Teacher Development**

Professional collaboration refers to sustained teacher interaction aimed at improving instruction and student learning, and the literature consistently frames it as a core strategy for better teaching practice and school outcomes (Kwasawneh et al., 2023). This identifies collaboration as a key mechanism for improving teaching quality and promoting school improvement. Thurlings et al. (2017) stated that collaborative professional development contributes to improvements in teacher knowledge, skills, and classroom practice. They explained that activities such as peer coaching, collaborative learning, and assessment provide opportunities for teachers to learn from one another, receive constructive feedback, and continuously refine their instructional approaches. Within the Philippines, Learning Action Cells are institutionalized as a school-based professional development strategy intended to strengthen collaboration, reflective practice, and teacher competence (Quemado, 2025). Through regular collaborative learning sessions, teachers are encouraged to share experiences, discuss instructional challenges, reflect on their practices, and develop strategies to improve teaching and learning. Research consistently shows that collaborative professional development increases teacher confidence, improves content mastery, and enhances instructional delivery. Consequently, professional collaboration strengthens team-oriented instructional management and positively influences learner achievement.

### **Team-Based Instructional Strategies in Science Education**

Gillies (2023) stated that effective science education depends on instructional approaches that foster inquiry, critical thinking, and problem-solving skills. Team-based instructional strategies help teachers develop and deliver meaningful science learning experiences by combining expertise, sharing instructional practices, and creating learning activities that deepen students' conceptual understanding. Collaborative teaching practices support inquiry-based learning by enabling structured, interactive, and engaging classroom activities. Shared instructional strategies improve consistency in science instruction and facilitate deeper student understanding (Negrón et al., 2025). This suggests that coordinated instructional practices among teachers contribute to more meaningful science learning by promoting student participation and deeper conceptual understanding. Furthermore, team-designed learning activities encourage active participation, critical thinking, and scientific reasoning (Mahilum et al., 2025). This implies that collaborative lesson design helps create learning experiences that foster higher-order thinking and strengthen students' ability to apply scientific concepts in meaningful ways.

### **Students' Academic Performance and Collaborative Instruction**

Student academic performance is often used to measure educational effectiveness. Numerous studies indicate that teacher collaboration substantially impacts learner achievement. Tschannen-Moran et al. (2004) introduced the concept of collective efficacy, which refers to educators' shared belief in their ability to influence student achievement positively. Schools demonstrating strong collective efficacy consistently report higher levels of academic performance. This suggests that collective efficacy drives continuous improvement by encouraging teachers to work cooperatively toward shared educational goals. Collaborative learning approaches strongly and positively affect student academic performance, particularly in subjects requiring higher-order thinking skills and when supported by institutional management (Karim et al., 2024). Therefore, fostering collaborative instructional management among science teachers can significantly improve student learning and academic achievement. The reviewed literature consistently demonstrates that team-oriented instructional management is a significant factor in improving instructional effectiveness and student achievement. Collaborative planning, shared leadership, professional collaboration, and team-based instructional strategies collectively enhance teaching quality. Research further indicates that these practices strengthen teacher efficacy, support continuous professional development, and improve learners' academic performance, particularly in science education. Although numerous international studies have examined teacher collaboration and instructional leadership, limited empirical investigations have focused specifically on team-oriented instructional management within Philippine elementary schools. Moreover, few studies have explored its relationship with Grade 5 learners' Science performance in rural educational settings. This gap underscores the need for the present study, which seeks to determine the extent of team-oriented instructional management and its effect on Grade 5 students' Science academic performance at Cahayag Elementary School.

## Methodology

### Research Design

This study employed a quantitative, descriptive–correlational research design to examine the extent of team-oriented instructional management and its effect on students' academic performance in Cahayag Elementary School, Division of Bohol. The descriptive component was used to determine the profile of the respondent teachers and to assess the level of team-oriented instructional management practices and collaborative instructional behaviors present in the school. This approach enabled the researchers to describe existing conditions and practices related to instructional teamwork in the elementary setting. The correlational component of the design was utilized to determine whether a significant relationship exists between team-oriented instructional management and students' academic performance. It also examined the relationship between teachers' profile variables and the extent of team-oriented instructional management practices. Through this design, the study identified whether variations in collaborative instructional practices are associated with differences in learner achievement in the school. Data were gathered using a structured survey questionnaire administered to elementary teachers of Cahayag Elementary School, along with students' academic performance records obtained from school data. The collected data were analyzed using appropriate descriptive and inferential statistical tools, including frequency counts, percentages, weighted means, and the Pearson product–moment correlation coefficient (Pearson  $r$ ). The results served as the basis for proposing a team-oriented instructional management framework to enhance students' academic performance in the school.

### Research Locale

This study was conducted at Cahayag Elementary School, situated in the hilly terrain of Barangay Cahayag, Sierra Bullones, Bohol, under the leadership of District Supervisor Juana T. Oracion. The school's location, with its natural surroundings and scenic landscape, provides a serene yet challenging environment for teaching and learning. Cahayag Elementary School caters to learners from Kindergarten to Grade 6 and is supported by a small but dedicated faculty of five teachers, including the school-In-Charge (SIC). Despite resource constraints and the challenges associated with its rural context, the school community demonstrates resilience and a strong commitment to delivering quality education. Teachers collaborate closely to address the diverse needs of their learners, many of whom come from economically disadvantaged backgrounds and travel considerable distances daily to attend school.

### Research Participants

This study included teachers and learners from Cahayag Elementary School in the Division of Bohol. The study included thirty-six (36) respondents: twelve (12) teachers and twenty-four (24) learners. The teacher respondents provided data on the extent of team-oriented instructional management practices, while the learner respondents' academic performance records served as the basis for measuring student learning outcomes. The distribution of the respondents included in the study. The study included 36 participants: 12 teachers (33.33%) and 24 learners (66.67%). These respondents had direct experience and relevant information about the study variables. The study included teachers currently teaching at Cahayag Elementary School and Grade 5 learners with available academic performance records.

### Research Instrument

The study used a modified questionnaire adapted from Siddiqui's study on team-based learning to gather data. The instrument comprised three parts: (1) respondents' demographic and professional profile; (2) assessment of the extent of team-oriented instructional management in terms of collaborative planning, shared leadership and decision-making, coordination and monitoring, and implementation of team-based instructional strategies; and (3) evaluation of teachers' instructional practices in a team-oriented environment. Responses were rated using a four-point Likert scale ranging from 1 (Never) to 4 (Always). The instrument was contextualized to align with the study objectives and the elementary school setting. Learners' academic performance was measured using a performance-based assessment rubric developed by the researchers, aligned with the Department of Education's Science 5 curriculum competencies on the water cycle. The rubric assessed three competencies: (1) explaining how the Sun's energy drives the water cycle, (2) describing the processes involved in the water cycle, and (3) explaining the importance of the water cycle to life on Earth. Each competency was rated on a five-point scale (1 = Beginning, 2 = Developing, 3 = Approaching Proficiency, 4 = Proficient, 5 = Advanced). Two science education experts validated the rubric for content validity, and the researchers pilot-tested it with a comparable group of Grade 5 learners in a neighboring school. Reliability was established using Cronbach's alpha (0.84), indicating high internal consistency. Importantly, learner scores were derived from independent performance assessments conducted

by the researchers, not teacher ratings, to avoid bias. Teachers' ratings of instructional practices were collected separately through the structured questionnaire.

### Data Gathering Procedure

Data collection followed approval from the appropriate school authorities and adherence to established ethical standards. The researchers administered the survey questionnaire to the teacher respondents and retrieved learners' academic performance data from official school records. The researchers treated all responses and records confidentially. The researchers then verified, encoded, and analyzed the collected data using appropriate statistical procedures to address the study's objectives.

## Results and Discussions

**Research Question 1: As perceived by the teachers, what is the extent of team-oriented instructional management in Science 5 in terms of the following aspects; collaborative planning; shared leadership and decision-making; coordination and monitoring of instructional practices, and implementation of team-based instructional strategies?**

**Table 1.** Collaborative Planning

| Indicators                                                             | Average     |             |                |
|------------------------------------------------------------------------|-------------|-------------|----------------|
|                                                                        | WM          | SD          | Interpretation |
| 1. Teachers collaboratively plan lessons and instructional activities. | 3.75        | 0.45        | Always         |
| 2. School leaders and teachers jointly set instructional goals.        | 3.67        | 0.49        | Always         |
| 3. Grade-level or subject teams regularly meet to plan instruction.    | 3.58        | 0.51        | Always         |
| 4. Lesson plans are aligned through team discussions.                  | 4.00        | 0.00        | Always         |
| 5. Instructional planning considers shared learner needs and data.     | 3.83        | 0.39        | Always         |
| <b>Overall Mean</b>                                                    | <b>3.77</b> | <b>0.37</b> | <b>Always</b>  |

This section presents the extent of team-oriented instructional management in science as perceived by the teacher respondents. It focuses on collaborative planning, shared leadership and decision-making, coordination and monitoring of instructional practices, and team-based instructional strategies. The results provide insights into how the school implements collaborative instructional management. Table 1 presents the extent of team-oriented instructional management in terms of collaborative planning. This dimension focuses on how teachers work together to plan lessons, select instructional strategies, and align learning objectives to enhance teaching and learning. The results provide insights into teachers' collaborative planning practices within the school. The results yielded an overall weighted mean of 3.77 (SD = 0.37), interpreted as Always, indicating that teachers consistently practice collaborative planning. This suggests that teachers regularly work together to plan lessons, set instructional goals, and address learners' needs. The results highlight that collaborative planning is a well-established practice among teachers in Cahayag Elementary School. The strong emphasis on aligning lesson plans and considering shared learner needs indicates that teachers are committed to working together to improve instructional effectiveness. However, the relatively low mean for regular planning meetings suggests the school could strengthen structured opportunities for teachers to meet and collaborate regularly. Research supports the importance of collaborative planning in improving instructional quality and student learning outcomes. According to Harris and Jones (2022), collaborative planning allows teachers to share professional expertise, align instructional goals, and develop effective strategies that support student achievement. Similarly, Darling-Hammond et al. (2022) emphasized that collaborative professional practices enable teachers to reflect on instructional strategies and address learners' needs more effectively. In addition, the OECD (2021) reported that schools that promote collaborative planning among teachers demonstrate stronger instructional coherence and improved learner performance. In the context of this study, strong implementation of collaborative planning practices suggests that the school actively practices team-oriented instructional management, which may contribute to improved teaching effectiveness and learner performance in Science.

**Table 2.** Shared Leadership and Decision-Making

| Indicators                                                      | Average     |             |                |
|-----------------------------------------------------------------|-------------|-------------|----------------|
|                                                                 | WM          | SD          | Interpretation |
| 1. Teachers are involved in instructional decision-making.      | 3.67        | 0.49        | Always         |
| 2. Leadership roles are distributed among teachers and leaders. | 3.75        | 0.45        | Always         |
| 3. Teachers' ideas are valued in school instructional plans.    | 3.92        | 0.29        | Always         |
| 4. Instructional issues are resolved collaboratively.           | 3.75        | 0.45        | Always         |
| 5. Trust is evident in team-based leadership practices.         | 3.83        | 0.39        | Always         |
| <b>Over-all Mean</b>                                            | <b>3.78</b> | <b>0.41</b> | <b>Always</b>  |

Table 2 presents the extent of team-oriented instructional management in terms of shared leadership and decision-making. This dimension focuses on teachers' and school leaders' involvement in instructional and organizational decisions that support teaching and learning. The findings provide insight into the collaborative leadership practices implemented in the school. The results show an overall weighted mean of 3.78 (SD = 0.41), interpreted as Always, indicating that the school consistently observes shared leadership and decision-making practices. This suggests that teachers actively participate in instructional decision-making and contribute to instructional planning and school improvement initiatives. Research emphasizes that shared leadership enhances teacher collaboration and instructional effectiveness. According to Harris and Jones (2022), distributed leadership practices encourage teachers to participate in decision-making, strengthening professional collaboration and school improvement efforts. Similarly, Leithwood et al. (2021) found that schools with shared leadership structures promote greater teacher involvement and improve instructional quality. Furthermore, the OECD (2021) highlighted that empowering teachers to contribute to school decisions fosters a positive professional culture and supports improved teaching and learning outcomes. In this study, strong implementation of shared leadership practices may contribute to effective team-oriented instructional management and improved learner performance in Science.

**Table 3.** Coordination and Monitoring Practices

| Indicators                                                      | Average     |             |                |
|-----------------------------------------------------------------|-------------|-------------|----------------|
|                                                                 | WM          | SD          | Interpretation |
| 1. Instructional activities are coordinated across grade levels | 3.83        | 0.39        | Always         |
| 2. Teaching strategies are aligned across classrooms            | 3.92        | 0.29        | Always         |
| 3. Monitoring of instruction is conducted collaboratively.      | 3.67        | 0.49        | Always         |
| 4. Feedback is shared among team members.                       | 3.75        | 0.45        | Always         |
| 5. Instructional progress is regularly reviewed as a team.      | 3.67        | 0.49        | Always         |
| <b>Over-all Mean</b>                                            | <b>3.77</b> | <b>0.42</b> | <b>Always</b>  |

Table 3 presents the extent of team-oriented instructional management in terms of coordination and monitoring of instructional practices. This dimension focuses on how teachers align instructional activities, monitor lesson implementation, and provide feedback to improve teaching effectiveness. The results reflect the collaborative management of instructional practices within the school. The results show an overall weighted mean of 3.77 (SD = 0.42), interpreted as Always, indicating that teachers consistently coordinate and monitor instructional practices. This suggests that teachers regularly collaborate to align instructional activities, monitor lesson implementation, and improve teaching effectiveness. The findings indicate that coordination and monitoring practices are well established at Cahayag Elementary School. Teachers demonstrate a strong commitment to aligning instructional strategies and collaborating to improve teaching effectiveness. However, strengthening structured team-based monitoring and review processes may further enhance instructional outcomes. Research highlights the importance of coordinated instructional practices in improving teaching quality and learner outcomes. According to Harris and Jones (2022), coordinated instructional practices and collaborative monitoring help ensure consistency in teaching strategies and strengthen professional learning communities in schools. Similarly, Darling-Hammond et al. (2022) emphasized that regular monitoring and feedback among teachers support continuous instructional

improvement and enhance student learning. Furthermore, the OECD (2021) reported that schools that promote collaborative monitoring and alignment of teaching strategies tend to demonstrate improved instructional effectiveness and stronger learner achievement. In this study, consistent implementation of coordination and monitoring practices may contribute to effective team-oriented instructional management and improved Science learning outcomes at Cahayag Elementary School.

**Table 4.** Implementation of Team-Based Instructional Strategies

| Indicators                                                        | Average     |             |                |
|-------------------------------------------------------------------|-------------|-------------|----------------|
|                                                                   | WM          | SD          | Interpretation |
| 1. Team-designed strategies are implemented in classrooms.        | 3.75        | 0.45        | Always         |
| 2. Teachers apply agreed instructional approaches.                | 3.92        | 0.29        | Always         |
| 3. Instructional innovations are tested collaboratively.          | 3.92        | 0.29        | Always         |
| 4. Teams support one another during implementation.               | 3.83        | 0.39        | Always         |
| 5. Instructional changes are implemented for learner improvement. | 3.92        | 0.29        | Always         |
| <b>Over-all Mean</b>                                              | <b>3.87</b> | <b>0.34</b> | <b>Always</b>  |

Table 4 presents the extent of team-oriented instructional management in terms of implementing team-based instructional strategies. This dimension focuses on how teachers collaborate in applying instructional methods, sharing resources, and supporting one another to enhance teaching effectiveness, learner engagement, and academic performance. The results show an overall weighted mean of 3.87 (SD = 0.34), interpreted as Always, indicating that teachers consistently implement team-based instructional strategies. This suggests that the school strongly practices collaborative instructional approaches to support effective teaching, learner engagement, and academic performance. The findings imply that teachers at Cahayag Elementary School collaborate effectively in implementing instructional strategies and support one another during classroom implementation. The consistent use of agreed instructional approaches and collaborative testing of innovative teaching methods reflects a strong commitment to improving instructional effectiveness. Such practices foster a collaborative learning culture that encourages teachers to share strategies and continually improve their teaching. Research highlights that collaboratively implementing instructional strategies significantly improves teaching quality and student learning outcomes. According to Darling-Hammond et al. (2022), teachers who collaboratively implement and refine instructional strategies are more likely to improve classroom practices and support higher student achievement. Similarly, Harris and Jones (2022) emphasized that team-based instructional practices strengthen professional learning communities by promoting shared responsibility and innovation in teaching. Furthermore, the OECD (2021) reported that schools that encourage collaborative instructional implementation demonstrate stronger instructional coherence and improved learner performance. In this study, strong implementation of team-based instructional strategies may contribute to the effectiveness of team-oriented instructional management and improve learners' academic performance in Science.

**Research Question 2: What is the extent of teachers' instructional team-oriented practices in terms of collaborative lesson planning; creativity and innovation in team-designed lessons; communication and professional collaboration; subject matter expertise strengthened through collaboration; positive professional attitude and commitment; and teamwork and shared accountability for student learning?**

**Table 5.** Collaborative Lesson Planning

| Indicators                                                                      | Average     |             |                |
|---------------------------------------------------------------------------------|-------------|-------------|----------------|
|                                                                                 | WM          | SD          | Interpretation |
| 1. Teachers regularly plan lessons together.                                    | 3.75        | 0.45        | Always         |
| 2. Instructional objectives are clearly aligned through team planning sessions. | 3.92        | 0.29        | Always         |
| 3. Teachers share lesson plans and teaching resources with their team members.  | 3.58        | 0.51        | Always         |
| 4. Lesson pacing and sequencing are collaboratively agreed upon.                | 3.67        | 0.49        | Always         |
| 5. Team planning addresses learners' diverse needs and learning levels.         | 3.75        | 0.45        | Always         |
| <b>Overall Mean</b>                                                             | <b>3.73</b> | <b>0.44</b> | <b>Always</b>  |

This section examines the extent of teachers' instructional practices in a team-oriented environment. It focuses on collaborative lesson planning, creativity and innovation, communication and professional collaboration, subject-matter expertise, professional commitment, and shared accountability for student learning. The results provide insights into how teacher collaboration supports effective instruction and improved learning outcomes. Table 5 presents the extent to which teachers' instructional practices are team-oriented in terms of collaborative lesson planning. This dimension focuses on how teachers work together in designing lesson objectives, instructional activities, strategies, and assessments. The results provide insight into teachers' participation in collaborative planning as part of team-oriented instructional management. The results suggest that teachers work together to plan lessons, align objectives, and share instructional resources to improve instructional quality. Among the indicators, the highest mean score was obtained for "Instructional objectives are clearly aligned through team planning sessions," with a weighted mean of 3.92, indicating that teachers effectively collaborate to ensure that lesson objectives are aligned and consistent across classes. This implies that team discussions and planning sessions play an important role in maintaining instructional coherence. The findings indicate that collaborative lesson planning is a well-established practice among teachers in Cahayag Elementary School. Teachers regularly coordinate to plan lessons, set instructional pacing, and address learners' diverse needs. This collaboration helps ensure instructional activities align with learning objectives and that teaching strategies respond to students' needs. Research supports the role of collaborative lesson planning in improving instructional effectiveness and student learning outcomes. According to Harris and Jones (2022), collaborative planning allows teachers to share expertise, coordinate instructional strategies, and address instructional challenges collectively. Similarly, Darling-Hammond et al. (2022) emphasized that professional collaboration among teachers enhances lesson design, promotes reflective practice, and strengthens instructional quality. Furthermore, the OECD (2021) reported that teachers who engage in collaborative planning are more likely to implement effective teaching practices and contribute to improved learner achievement. In this study, consistent collaborative lesson planning may support the effective implementation of team-oriented instructional management and enhance students' academic performance in Science.

**Table 6.** Creativity and Innovation in Team-Designed Lessons

| Indicators                                                                      | Average     |             |                |
|---------------------------------------------------------------------------------|-------------|-------------|----------------|
|                                                                                 | WM          | SD          | Interpretation |
| 1. Teachers collaboratively design creative and engaging learning activities.   | 3.67        | 0.49        | Always         |
| 2. Teachers develop innovative teaching strategies through team discussions.    | 3.83        | 0.39        | Always         |
| 3. Teachers integrate new ideas and approaches suggested by colleagues.         | 3.83        | 0.39        | Always         |
| 4. Team-designed lessons encourage active and meaningful student participation. | 3.75        | 0.45        | Always         |
| 5. Teachers experiment with innovative instructional strategies as a team.      | 3.50        | 0.52        | Always         |
| <b>Overall Mean</b>                                                             | <b>3.72</b> | <b>0.45</b> | <b>Always</b>  |

Table 6 presents the extent to which teachers' instructional practices are team-oriented in terms of creativity and innovation in team-designed lessons. This dimension focuses on how teachers collaborate to develop engaging, learner-centered instructional strategies and innovative teaching approaches. The findings provide insight into collaboration's role in promoting creative and effective classroom practices. The results suggest that teachers work together to develop engaging learning activities and integrate innovative instructional strategies that support effective classroom instruction. Among the indicators, the highest mean scores of 3.83 were obtained by the statements "Innovative teaching strategies are developed through team discussions" and "Teachers integrate new ideas and approaches suggested by colleagues." These results indicate that teachers actively exchange ideas and collaborate to develop new teaching approaches that enhance students' learning experiences. In contrast, "Teachers experiment with innovative instructional strategies as a team" received the lowest mean score of 3.50, although it is still interpreted as Always. This suggests that while innovation is encouraged in team discussions, teachers may further strengthen the practice of jointly experimenting with new instructional strategies in the classroom. The findings indicate that teachers at Cahayag Elementary School collaborate to design creative, innovative lessons that encourage student participation. Team-designed lessons allow teachers to combine their expertise and ideas to create more engaging and meaningful learning activities for students. This collaboration supports the development of innovative teaching approaches that meet diverse learners' needs. Research highlights the importance of creativity and innovation in collaborative instructional practices. According to Darling-Hammond et al. (2022), collaborative teaching environments enable teachers to design innovative learning experiences that improve student engagement and achievement. Similarly, Harris and Jones (2022) emphasized that professional collaboration encourages teachers to experiment with new instructional strategies and develop creative solutions to instructional challenges. Furthermore, the OECD (2021) reported that schools that promote collaborative innovation among teachers tend to foster dynamic teaching practices and improved learning outcomes. In this study, consistently practicing creativity and innovation in team-designed lessons may enhance the effectiveness of team-oriented instructional management and contribute to improved student learning in Science.

**Table 7.** Communication and Professional Collaboration

| Indicators           |               |                               |                                                | Average     |             |                |
|----------------------|---------------|-------------------------------|------------------------------------------------|-------------|-------------|----------------|
|                      |               |                               |                                                | WM          | SD          | Interpretation |
| 1.                   | Teachers      | communicate                   | openly and respectfully with their colleagues. | 3.92        | 0.29        | Always         |
| 2.                   | Professional  | dialogue is encouraged        | during team meetings and discussions.          | 3.75        | 0.62        | Always         |
| 3.                   | Teachers      | provide constructive feedback | to one another.                                | 3.75        | 0.45        | Always         |
| 4.                   | Collaboration | among teachers                | enhances instructional effectiveness.          | 3.92        | 0.29        | Always         |
| 5.                   | Team          | communication helps           | address instructional challenges efficiently.  | 3.92        | 0.29        | Always         |
| <b>Over-all Mean</b> |               |                               |                                                | <b>3.85</b> | <b>0.39</b> | <b>Always</b>  |

Table 7 presents the extent to which teachers' instructional practices are team-oriented in terms of communication and professional collaboration. Effective communication and collaboration enable teachers to share ideas, coordinate instructional activities, and support one another in improving student learning. The results reflect the level of teachers' engagement in teamwork within the school environment. The results show that all indicators were interpreted as Always, with an overall weighted mean of 3.85 and a standard deviation of 0.39, indicating that teachers consistently demonstrate effective communication and professional collaboration in their work environment. This suggests that teachers regularly engage in open discussions, share feedback, and support one another in addressing instructional concerns. The findings suggest that teachers at Cahayag Elementary School maintain a collaborative professional culture that values open communication and teamwork. Such practices encourage teachers to exchange ideas, share teaching experiences, and collectively address instructional challenges. Effective communication among teachers also improves coordination in instructional planning and implementation. Research highlights that strong communication and professional collaboration among teachers enhance instructional effectiveness and student learning outcomes. According to Harris and Jones (2022), open communication and professional dialogue within teacher teams strengthen professional learning communities and improve collaborative instructional practices. Similarly, Darling-Hammond et al. (2022) emphasized that constructive feedback and collaborative discussions among teachers promote reflective teaching and continuous instructional improvement. Furthermore, the OECD (2021) reported that schools that foster strong communication and collaboration among educators demonstrate improved teaching practices and more effective learning environments. In this study, strong communication and professional collaboration among teachers may

support the successful implementation of team-oriented instructional management and improved learning outcomes in Science.

**Table 8.** Subject Matter Expertise Strengthened Through Collaboration

| Indicators                                                                    | Average     |             |                |
|-------------------------------------------------------------------------------|-------------|-------------|----------------|
|                                                                               | WM          | SD          | Interpretation |
| 1. Teachers improve their content knowledge through collaboration with peers. | 3.75        | 0.45        | Always         |
| 2. Team members share subject-specific expertise.                             | 3.83        | 0.39        | Always         |
| 3. Teachers learn new instructional techniques from colleagues.               | 3.92        | 0.29        | Always         |
| 4. Collaboration helps teachers clarify difficult subject concepts.           | 3.83        | 0.39        | Always         |
| 5. Team discussions strengthen teachers' confidence in subject mastery.       | 3.83        | 0.39        | Always         |
| <b>Overall Mean</b>                                                           | <b>3.83</b> | <b>0.38</b> | <b>Always</b>  |

Table 8 presents the extent to which collaboration strengthens teachers' instructional practices in a team-oriented environment in terms of subject matter expertise. Collaboration gives teachers opportunities to deepen their understanding of subject content through shared discussions, peer mentoring, and collective problem-solving. By working together, teachers can expand their knowledge and improve instructional effectiveness. The results indicate that all indicators were interpreted as Always, with an overall weighted mean of 3.83 and a standard deviation of 0.38, suggesting that teachers consistently enhance their subject-matter knowledge through collaboration with colleagues. This suggests that collaborative practices give teachers opportunities to deepen their content knowledge and improve their instructional competence.

The findings indicate that teachers at Cahayag Elementary School benefit from collaborative interactions that enhance their subject-matter expertise. By sharing ideas, discussing instructional strategies, and clarifying complex concepts together, teachers can enhance their professional competence and confidence in teaching. Collaborative discussions also enable teachers to address subject-related challenges and develop more effective approaches to teaching difficult topics. Research supports collaboration's role in strengthening teachers' subject knowledge and instructional effectiveness. According to Darling-Hammond et al. (2022), collaborative professional learning environments allow teachers to deepen their subject expertise and refine their instructional practices through shared experiences and reflective discussions. Similarly, Harris and Jones (2022) emphasized that professional collaboration among teachers promotes knowledge sharing, mentoring, and continuous improvement in teaching practices. Furthermore, the OECD (2021) reported that teachers who actively participate in collaborative learning activities are more likely to improve their subject knowledge and teaching effectiveness. In this study, strong collaboration among teachers may contribute to improved instructional quality and better learning outcomes for students in Science.

**Table 9.** Positive Professional Attitude and Commitment

| Indicators                                                                 | Average     |             |                |
|----------------------------------------------------------------------------|-------------|-------------|----------------|
|                                                                            | WM          | SD          | Interpretation |
| 1. Teachers demonstrate a positive attitude toward collaborative work.     | 3.83        | 0.39        | Always         |
| 2. Teachers show commitment to achieving shared instructional goals.       | 3.92        | 0.29        | Always         |
| 3. Teachers willingly participate in team activities and meetings.         | 4.00        | 0.00        | Always         |
| 4. Teachers remain open to feedback and professional growth.               | 4.00        | 0.00        | Always         |
| 5. Teachers demonstrate dedication to improving student learning outcomes. | 4.00        | 0.00        | Always         |
| <b>Overall Mean</b>                                                        | <b>3.95</b> | <b>0.14</b> | <b>Always</b>  |

Table 9 presents the extent to which teachers' instructional practices are team-oriented, as measured by positive professional attitude and commitment. Professional attitude and commitment reflect teachers' dedication to their responsibilities, willingness to collaborate, and enthusiasm for improving teaching

practices. A positive attitude toward teamwork promotes cooperation, mutual respect, and shared responsibility among teachers. The results in this section describe the level of commitment and professionalism teachers demonstrate in a collaborative instructional environment. The results indicate that all indicators were interpreted as Always, with an overall weighted mean of 3.95 and a standard deviation of 0.14, suggesting that teachers consistently demonstrate a strong professional attitude and commitment toward collaborative instructional practices. This finding indicates that teachers maintain a positive outlook toward teamwork and actively participate in activities that promote collective instructional improvement. The findings suggest that teachers at Cahayag Elementary School have a strong sense of professionalism and dedication to their instructional responsibilities. Their willingness to participate in team activities and openness to feedback reflect a collaborative professional culture that encourages continuous improvement. These attitudes are essential to sustaining team-oriented instructional management and ensuring teachers remain committed to shared instructional goals. Research shows that positive professional attitudes and teacher commitment contribute significantly to effective collaboration and improved instructional practices. According to Darling-Hammond et al. (2022), teachers who demonstrate strong professional commitment and openness to feedback are more likely to engage in reflective teaching and collaborative professional learning. Similarly, Harris and Jones (2022) emphasized that positive professional attitudes strengthen teamwork and support the development of effective professional learning communities. Furthermore, the OECD (2021) reported that teachers who demonstrate high levels of commitment and professionalism are more likely to contribute to improved teaching quality and student learning outcomes. In this study, teachers' strong professional attitude and commitment may support the successful implementation of team-oriented instructional management and enhance learners' academic performance in Science.

**Table 10.** Teamwork and Shared Accountability for Student Learning

| Indicators                                               | Average     |             |                |
|----------------------------------------------------------|-------------|-------------|----------------|
|                                                          | WM          | SD          | Interpretation |
| 1. Teachers share responsibility for learner outcomes.   | 4.00        | 0.00        | Always         |
| 2. Instructional success is viewed as a team effort.     | 3.67        | 0.49        | Always         |
| 3. Teachers support struggling learners collaboratively. | 3.92        | 0.29        | Always         |
| 4. Student progress is discussed collectively.           | 3.83        | 0.39        | Always         |
| 5. Teachers are accountable to the team for results.     | 3.83        | 0.39        | Always         |
| <b>Overall Mean</b>                                      | <b>3.85</b> | <b>0.31</b> | <b>Always</b>  |

Table 10 presents the extent to which teachers' instructional practices are team-oriented, focusing on teamwork and shared accountability for student learning. Teamwork involves teachers working collectively to achieve instructional goals and improve learner outcomes. Shared accountability means that teachers take joint responsibility for students' academic progress and learning success. The findings in this section provide insights into how teachers collaborate and support one another in ensuring effective teaching and improved student performance. The results show that all indicators were interpreted as Always, with an overall weighted mean of 3.85 and a standard deviation of 0.31, indicating that teachers consistently practice teamwork and shared responsibility in supporting students' learning outcomes. This suggests that teachers actively collaborate in addressing learners' needs and take collective responsibility for student progress. The findings imply that teachers in Cahayag Elementary School demonstrate a strong culture of collaboration and accountability in supporting student learning. Teachers work together to discuss student progress, support struggling learners, and collectively ensure instructional goals are met. Such teamwork fosters a supportive professional environment where educators collaborate to improve instructional practices and learner outcomes. Research supports the importance of teamwork and shared accountability in improving teaching effectiveness and student achievement. According to Harris and Jones (2022), collaborative teamwork among teachers strengthens professional learning communities and enhances collective responsibility for student success. Similarly, Darling-Hammond et al. (2022) emphasized that shared accountability among teachers promotes continuous improvement in teaching practices and leads to better student learning outcomes. Furthermore, the OECD (2021) reported that schools with strong collaborative cultures demonstrate higher instructional effectiveness and improved student performance. In this study, the strong teamwork and shared accountability observed among teachers may contribute to the successful implementation of team-oriented instructional management and improved academic performance of learners in Science.

**Research Question 3: As rated by the teachers, what is the performance of the learners in Science 5 on the competencies; explaining how the Sun's energy drives the water cycle; describing the processes involved in the water cycle; and explaining the importance of the water cycle to life on Earth.**

**Table 11.** Explaining How the Sun's Energy Drives the Water Cycle

| Indicators                                                                             | Average     |             |                    |
|----------------------------------------------------------------------------------------|-------------|-------------|--------------------|
|                                                                                        | WM          | SD          | Interpretation     |
| 1. Learners explain that the Sun is the main energy source in the water cycle.         | 4.08        | 1.08        | High Extent        |
| 2. Learners describe how the Sun's heat causes water to evaporate.                     | 3.92        | 1.00        | High Extent        |
| 3. Learners explain how solar energy drives the continuous movement of water on Earth. | 3.83        | 0.94        | High Extent        |
| 4. Learners relate the Sun's energy to the formation of clouds and rain.               | 3.67        | 0.89        | High Extent        |
| <b>Over-all Mean</b>                                                                   | <b>3.88</b> | <b>0.98</b> | <b>High Extent</b> |

This section presents the learners' performance on the selected Science 5 competencies related to the water cycle. The competencies include explaining how the Sun's energy drives the water cycle, describing the processes involved in the water cycle, and explaining the importance of the water cycle to life on Earth. These competencies are essential components of the Grade 5 Science curriculum and reflect learners' understanding of fundamental scientific concepts. The results provide evidence of learners' mastery of these competencies and indicate their academic performance in Science. Table 11 presents the learners' performance in explaining how the Sun's energy drives the water cycle. This competency focuses on learners' understanding of how the Sun acts as the primary energy source that initiates evaporation and sustains the continuous movement of water on Earth. Mastering this concept helps learners understand the relationship between solar energy and natural processes in the environment. The results in this section indicate learners' understanding of the Sun's role in the water cycle. The results show that all indicators were interpreted as High Extent, with an overall weighted mean of 3.88 and a standard deviation of 0.98, indicating that learners generally demonstrate a strong understanding of the role of the Sun's energy in the water cycle. This suggests that most learners can explain how solar energy initiates and sustains the processes that drive the continuous movement of water on Earth. The findings indicate that learners in Cahayag Elementary School demonstrate a good level of mastery in explaining the role of solar energy in the water cycle. Their understanding of how the Sun causes evaporation and drives water movement reflects effective learning of the targeted Science competency. However, the relatively lower mean for relating solar energy to cloud and rain formation suggests teachers may need to emphasize connections across stages of the water cycle during instruction. Research highlights the importance of conceptual understanding in learning scientific processes. According to OECD (2021), students' ability to explain scientific phenomena improves when instruction emphasizes connections between scientific concepts and real-world processes. Similarly, Darling-Hammond et al. (2022) emphasized that effective instructional strategies help learners develop a deeper conceptual understanding of scientific principles. Furthermore, Harris and Jones (2022) noted that collaborative teaching practices enable teachers to design learning activities that strengthen students' understanding of complex scientific processes. In this study, learners' high level of understanding of the Sun's role in the water cycle may reflect the effectiveness of collaborative instructional practices in Science teaching.

**Table 12.** Describing the Process Involved in the Water Cycle

| Indicators                                                                  | Average     |             |                    |
|-----------------------------------------------------------------------------|-------------|-------------|--------------------|
|                                                                             | WM          | SD          | Interpretation     |
| 1. Learners describe evaporation as the change of water into vapor.         | 4.00        | 0.95        | High Extent        |
| 2. Learners explain condensation as the formation of clouds.                | 4.00        | 1.13        | High Extent        |
| 3. Learners describe precipitation as rain or other forms of falling water. | 4.08        | 0.90        | High Extent        |
| 4. Learners explain collection as water gathering in bodies of water.       | 4.08        | 0.90        | High Extent        |
| <b>Overall Mean</b>                                                         | <b>4.04</b> | <b>0.97</b> | <b>High Extent</b> |

Table 12 presents the learners' performance in describing the processes involved in the water cycle. These processes include evaporation, condensation, precipitation, and collection, which are essential components of the continuous movement of water in nature. Understanding these processes enables learners to explain how water circulates between the Earth's surface and the atmosphere. The results indicate how well learners can describe and understand the stages of the water cycle. The results indicate that all indicators were interpreted as High Extent, with an overall weighted mean of 4.04 and a standard deviation of 0.97, suggesting that learners demonstrate a strong understanding of the different stages of the water cycle. This implies that most learners can describe the processes that explain how water continuously moves through the environment. The findings indicate that learners in Cahayag Elementary School demonstrate a high level of mastery in describing the different processes involved in the water cycle. Their ability to explain evaporation, condensation, precipitation, and collection reflects a strong conceptual understanding of water's continuous movement in nature. Such understanding is important in developing learners' scientific literacy and awareness of natural processes that affect the environment. Research emphasizes that conceptual understanding of scientific processes is essential for effective science learning. According to Darling-Hammond et al. (2022), instructional strategies that promote inquiry, explanation, and conceptual connections help learners better understand complex scientific processes. Similarly, the OECD (2021) highlighted that students who can describe and explain scientific phenomena demonstrate stronger scientific reasoning and problem-solving skills. Furthermore, Harris and Jones (2022) noted that collaborative teaching practices allow teachers to design engaging science lessons that strengthen learners' conceptual understanding. In this study, learners' high performance in describing the processes of the water cycle may reflect the effectiveness of collaborative instructional practices implemented in Science teaching.

**Table 13.** Explaining the importance of the water cycle to life on Earth

| Indicators                                                                       | Average     |             |                    |
|----------------------------------------------------------------------------------|-------------|-------------|--------------------|
|                                                                                  | WM          | SD          | Interpretation     |
| 1. Learners explain that the water cycle provides water for plants and animals.  | 4.17        | 1.03        | High Extent        |
| 2. Learners describe how the water cycle maintains the Earth's water supply.     | 4.08        | 1.00        | High Extent        |
| 3. Learners explain the importance of the water cycle in human daily activities. | 4.25        | 0.97        | High Extent        |
| 4. Learners explain how the water cycle supports life on Earth.                  | 4.08        | 1.00        | High Extent        |
| <b>Overall Mean</b>                                                              | <b>4.15</b> | <b>1.00</b> | <b>High Extent</b> |

Table 13 presents the learners' performance in explaining the importance of the water cycle to life on Earth. The water cycle plays a vital role in sustaining plants, animals, and human life by continuously distributing water throughout the environment. Understanding this concept helps learners appreciate water's role in maintaining ecological balance and supporting living organisms. The results in this section describe learners' ability to explain how the water cycle contributes to life on Earth. The results show that all indicators were interpreted as High Extent, with an overall weighted mean of 4.15 and a standard deviation of 1.00, indicating that learners demonstrate a strong understanding of the water cycle's significance in sustaining life and maintaining environmental balance. This suggests that learners can recognize how the water cycle supports living organisms and human activities. The findings indicate that learners at Cahayag Elementary School understand the water cycle's role in sustaining life on Earth. Their ability to relate the water cycle to the needs of plants, animals, and humans reflects an awareness of how natural processes influence ecological balance and daily living. Such understanding helps learners appreciate the importance of water conservation and environmental responsibility. Research highlights that connecting scientific concepts to real-life applications enhances students' conceptual understanding and environmental awareness. According to Darling-Hammond et al. (2022), meaningful science instruction helps learners understand how scientific processes affect everyday life and environmental sustainability. Similarly, the OECD (2021) emphasized that students develop stronger scientific literacy when they can explain how scientific concepts relate to real-world contexts. Furthermore, Harris and Jones (2022) noted that collaborative instructional practices allow teachers to design learning experiences that help students connect scientific knowledge to practical situations. In this study, learners' high level of understanding of the importance of the water cycle may reflect the effectiveness of collaborative teaching practices implemented in Science instruction.

#### Research Question 4: Is there a significant relationship between the extent of team-oriented instructional management and students' academic performance?

**Table 14.** Relationship Between Team-Oriented Instructional Management and Students' Academic Performance

| Variables                                                                           | r-value | p-value | Decision  | Interpretation           |
|-------------------------------------------------------------------------------------|---------|---------|-----------|--------------------------|
| Extent of Team-Oriented Instructional Management and Students' Academic Performance | 0.62    | 0.003   | Reject Ho | Significant Relationship |

This section determines whether a significant relationship exists between the extent of team-oriented instructional management and students' academic performance. Statistical analysis examines the degree of association between these variables. The results help determine whether collaborative instructional management practices influence learners' academic achievement in Science. Understanding this relationship provides valuable insights into how teacher collaboration improves learner outcomes. Table 14 presents the relationship between the extent of team-oriented instructional management and students' academic performance in Science 5. The results show a Pearson correlation coefficient ( $r$ ) of 0.62 with a  $p$ -value of 0.003, which is below the 0.05 significance level. Based on this result, the null hypothesis is rejected, indicating a significant relationship between team-oriented instructional management and students' academic performance. The computed correlation coefficient indicates a moderate positive relationship, suggesting that as team-oriented instructional management increases, students' academic performance also tends to improve. This implies that collaborative instructional practices such as joint lesson planning, shared leadership, coordinated instructional monitoring, and team-based instructional strategies contribute positively to learners' academic outcomes. The findings support previous studies emphasizing the importance of collaborative instructional practices in improving student learning. According to Darling-Hammond et al. (2022), schools that encourage teacher collaboration and collective instructional practices tend to demonstrate improved teaching effectiveness and higher student achievement. Similarly, Harris and Jones (2022) noted that collaborative instructional leadership strengthens professional learning communities and enhances student learning outcomes. Furthermore, the OECD (2021) highlighted that teacher collaboration and coordinated instructional practices significantly influence student academic performance by promoting consistent teaching strategies and shared responsibility for student learning. This study suggests that effective implementation of team-oriented instructional management at Cahayag Elementary School contributes to improved learner performance in Science 5.

#### Research Question 5: What enabling factors support the effective implementation of team-oriented instructional management in Science 5?

**Table 15.** Enabling Factors for the Implementation of Team-Oriented Instructional Management

| Enabling Factors                                                  | Frequency | Percentage  | Rank |
|-------------------------------------------------------------------|-----------|-------------|------|
| 1. Supportive and collaborative school culture                    | 10        | 83.33%      | 1    |
| 2. Continuous professional development and training opportunities | 10        | 83.33%      | 1    |
| 3. Teacher motivation and commitment to teamwork                  | 10        | 83.33%      | 1    |
| 4. Open communication and trust among teachers and school leaders | 9         | 75.00%      | 4    |
| 5. Strong and shared instructional leadership                     | 8         | 66.67%      | 5    |
| 6. Clear vision and common instructional goals                    | 7         | 58.33%      | 6.5  |
| 7. Time allocation for collaborative planning and meetings        | 7         | 58.33%      | 6.5  |
| 8. Availability of instructional resources and materials          | 5         | 41.67%      | 8.5  |
| 9. Effective monitoring and feedback mechanisms                   | 5         | 41.67%      | 8.5  |
| 10. Adequate funding and logistical support                       | 2         | 16.67%      | 10   |
| <b>Total Respondents</b>                                          | <b>12</b> | <b>100%</b> |      |

This section identifies the enabling factors that support the effective implementation of team-oriented instructional management in Cahayag Elementary School. These factors may include leadership support, availability of instructional resources, professional development opportunities, and positive

collaboration among teachers. Understanding these enabling conditions helps explain how team-based instructional practices can be successfully implemented in the school setting. The findings also guide strengthening collaborative instructional management practices. The results show that the top enabling factors supporting the effective implementation of team-oriented instructional management are supportive and collaborative school culture, continuous professional development and training opportunities, and teacher motivation and commitment to teamwork, each with 83.33% of the responses and ranked first. This indicates that a positive school culture, ongoing teacher training, and strong commitment to collaboration are essential conditions for successful instructional teamwork. The second-highest factor is open communication and trust among teachers and school leaders (75.00%), followed by strong, shared instructional leadership (66.67%). These findings suggest that effective communication and leadership are important for fostering collaboration and ensuring that teachers work together toward shared instructional goals. Meanwhile, adequate funding and logistical support (16.67%) received the lowest frequency, indicating that while financial and logistical support are important, teachers perceive professional culture, leadership, and collaboration as more critical enabling conditions. Overall, the results highlight that human and organizational factors, such as collaboration, trust, leadership, and professional development, are key drivers in the successful implementation of team-oriented instructional management in Cahayag Elementary School.

## Ethical Considerations

Before conducting the study, the researchers obtained research clearance and permission from the Schools Division Office of Bohol through an endorsement issued by the Office of the Schools Division Superintendent dated March 13, 2026. The endorsement authorized the study at Cahayag Elementary School, subject to compliance with Department of Education research and ethical guidelines, including protecting participants' rights, confidentiality, anonymity, and securing informed consent. The researchers obtained informed consent from all teacher participants and secured parental consent and learner assent for the Grade 5 learner participants. Participation in the study was voluntary, and respondents were informed of the study's purpose, procedures, potential benefits, and their right to withdraw at any stage without penalty. All information collected was treated with strict confidentiality and reported only in aggregate form to protect participants' identities.

## Conclusion

Based on the study's findings, Cahayag Elementary School effectively implements team-oriented instructional management, as shown by teachers' strong engagement in collaborative planning, shared leadership, coordinated instructional practices, and teamwork. Learners demonstrated high mastery of the selected Science competencies, particularly those related to the water cycle. Furthermore, the significant relationship between team-oriented instructional management and academic performance indicates that collaborative instructional practices contribute positively to learners' achievement. A collaborative school culture, strong leadership, continuous professional development, and teachers' commitment to shared educational goals further support the successful implementation of these practices. However, interpret the findings within the study's limitations, particularly its focus on a single school and a relatively small sample of 36 participants. Therefore, the results are context-specific and may not generalize to other schools or larger populations without further research in broader settings and with larger samples.

## Recommendations

Based on the findings and conclusions of the study, it is recommended that school administrators continue to strengthen team-oriented instructional management by promoting collaborative planning, shared leadership, and coordinated instructional practices among teachers. Teachers should actively participate in professional learning activities and collaborative programs that enhance instructional competence and innovation. Schools should also provide sustained professional development opportunities and effective support mechanisms to further improve collaborative teaching practices. The proposed team-oriented instructional management framework and Science 5 activity sheets may strengthen instruction and improve learners' understanding of science concepts. Future studies may be conducted in other educational contexts to validate further and expand the findings of the present research.

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