



LINKING COOPERATIVE LEARNING AND ACADEMIC MOTIVATION IN ELEMENTARY EDUCATION: EVIDENCE FROM THE PHILIPPINES

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ABSTRACT

This study examined the relationship between supportive management approaches and the attributes of effective private higher education institutions in the Philippines, with particular focus on selected institutions in Pagadian City. Using a descriptive-correlational research design, the study involved school administrators and teachers from selected private higher education institutions. Data were gathered through a researcher-developed questionnaire assessing supportive management approaches in terms of formation and identification of school organizational values, definition of objectives, selection of measurement procedures, school program planning and interpretation, and measurement of outcomes and interpretation of results. Institutional effectiveness was assessed in terms of school population, teaching staff, student affairs, instruction, and facilities and materials. Weighted mean, tests of difference, and Pearson product-moment correlation were employed in analyzing the data. Findings revealed that supportive management approaches were consistently applied, obtaining an overall mean of 5.65, while the attributes of effective institutions obtained an overall mean of 5.67. Student affairs emerged as the highest-rated institutional attribute ($M = 5.71$), followed by teaching staff ($M = 5.69$). Significant differences were found between the assessments of administrators and teachers regarding both supportive management approaches and attributes of effective institutions. More importantly, supportive management approaches demonstrated a strong positive relationship with institutional effectiveness ($r = .81$). The findings underscore the importance of values-driven management, clearly defined objectives, systematic planning and evaluation, faculty development, student support, instructional leadership, and adequate institutional resources in strengthening the effectiveness of private higher education institutions.

KEYWORDS: Supportive Management, Institutional Effectiveness, Educational Leadership, Private Higher Education, Organizational Management, School Administration.

1. INTRODUCTION

Higher education institutions operate in increasingly complex environments that require administrators to balance academic quality, organizational sustainability, faculty development, student services, resource management, and institutional accountability. Within this context, supportive management is important because institutional leaders establish organizational values, clarify objectives, coordinate programs, monitor performance, and create conditions that enable faculty and staff to contribute effectively to institutional goals. Recent research in higher education demonstrates that organizational culture and management practices are closely interconnected, particularly in managing change, achieving institutional goals, coordinating teamwork, and strengthening organizational performance (Diocos & Resol, 2023). Leadership and organizational culture have likewise been associated with lecturer performance in private higher education, suggesting that supportive working environments and effective leadership practices contribute to stronger employee and institutional outcomes (Tannady & Budi, 2023). Djangone and El-Gayar (2023) further emphasized the contribution of transformational leadership and organizational culture to knowledge-management effectiveness and organizational performance in higher education. More recent Philippine evidence indicates

that leadership commitment, communication, and strategic resource allocation are particularly important mechanisms associated with institutional performance in private higher education institutions (Real, 2026). Collectively, these studies suggest that institutional effectiveness is shaped not merely by administrative structures but by how leaders translate organizational values, objectives, planning, evaluation, and support mechanisms into everyday institutional practice.

Effective higher education institutions, however, depend on more than leadership practices alone; their effectiveness is also reflected in the quality of instruction, faculty capacity, student support, resource availability, and the institutional environment in which teaching and learning occur. In the Philippine setting, recent evidence from higher education institutions in Sulu identifies leadership behavior, resource availability, training and development, community engagement, and administrative support as important considerations in understanding faculty and student outcomes and overall institutional performance (Sahia, 2026). Similarly, research among private HEIs in Tacurong City underscores the role of organizational culture in administrators' task and contextual performance, reinforcing the importance of institutional conditions that support effective educational leadership (Alumbro & Cerado, 2025). Suparman et al. (2024)



likewise found that leadership style and organizational culture are relevant to performance in higher education institutions. Despite growing evidence on leadership, culture, and organizational performance, relatively limited empirical attention has been directed toward the relationship between specific supportive management approaches, particularly organizational values, objective setting, measurement procedures, program planning, and outcome evaluation and the broader attributes of effective private higher education institutions, including school population management, teaching staff, student affairs, instruction, and facilities and materials. The present study addresses this gap by examining these dimensions among administrators and teachers in selected private higher education institutions in the Philippines and determining the extent to which supportive management approaches are associated with institutional effectiveness.

2. OBJECTIVES OF THE STUDY

- 2.1. To assess the extent of supportive management approaches in terms of formation and identification of school organizational values, definition of objectives, selection of measurement procedures, school program planning and interpretation, and measurement of outcomes and interpretation of results.
- 2.2. To determine the extent of the attributes of effective private higher education institutions in terms of school population, teaching staff, student affairs, instruction, and facilities and materials.
- 2.3. To compare the assessments of school administrators and teachers regarding supportive management approaches and the attributes of effective private higher education institutions.
- 2.4. To determine whether significant differences exist between the assessments of school administrators and

teachers regarding supportive management approaches and the attributes of effective private higher education institutions.

2.5. To examine the relationship between supportive management approaches and the attributes of effective private higher education institutions.

3. METHODOLOGY

This study employed a descriptive-correlational research design to assess supportive management approaches and the attributes of effective private higher education institutions and to determine the relationship between these variables. The study was conducted among school administrators and teachers from selected private higher education institutions in Pagadian City, Philippines, namely Southern Mindanao Colleges, Pagadian Capitol College, EMCOTECH, and Yllana Bay College; eligible teachers had at least five years of teaching experience. Data were collected using a researcher-developed questionnaire that measured supportive management approaches in terms of formation and identification of school organizational values, definition of objectives, selection of measurement procedures, school program planning and interpretation, and measurement of outcomes and interpretation of results, as well as attributes of effective institutions in terms of school population, teaching staff, student affairs, instruction, and facilities and materials. The data were analyzed using weighted mean to determine the extent of the identified practices, appropriate tests of difference to compare the assessments of administrators and teachers, and the Pearson product-moment correlation coefficient to determine the relationship between supportive management approaches and attributes of effective private higher education institutions.

4. RESULTS AND DISCUSSION

Table 1. Extent of Supportive Management Approaches as Assessed by School Administrators and Teachers

Supportive Management Approach	Administrators Mean	Teachers Mean	Average Mean	Interpretation
Formation and Identification of School Organizational Values	5.47	5.82	5.65	Always Applied
Definition of Objectives	5.44	5.68	5.56	Always Applied
Selection of Measurement Procedures	5.49	5.54	5.52	Always Applied
School Program Planning and Interpretation	5.70	5.81	5.76	Always Applied
Measurement of Outcomes and Interpretation of Results	5.61	5.86	5.74	Always Applied
Overall Mean	5.54	5.74	5.65	Always Applied

Table 1 demonstrates that supportive management approaches were consistently practiced across the participating private higher education institutions, as reflected in the overall mean of 5.65, interpreted as "Always Applied." School Program Planning and Interpretation obtained the highest mean ($M = 5.76$), followed by Measurement of Outcomes and Interpretation of Results ($M = 5.74$), suggesting that institutional management gives considerable attention to systematic planning, implementation, monitoring, and evaluation. Conversely, Selection of Measurement Procedures obtained the lowest mean ($M = 5.52$), although it remained

within the same descriptive category. These findings emphasize that effective management involves translating institutional objectives and values into deliberate programs accompanied by mechanisms for assessing results. Recent evidence from Philippine private higher education similarly identifies leadership commitment, communication, and strategic resource allocation as important contributors to institutional performance (Real, 2026). Research on private HEIs also indicates that leadership and organizational culture contribute to employee and lecturer performance (Tannady & Budi, 2023), while value-based strategic leadership has been associated with



stronger institutional performance (Rasyid et al., 2026). In a broader organizational context, Alipoyo (2022) illustrates how institutional conditions and management practices influence the experiences of personnel responsible for implementing organizational mandates. Thus, the present results reinforce the

importance of maintaining planning and evaluation systems while further strengthening measurement procedures to ensure that institutional decisions are supported by credible performance evidence.

Table 2. Extent of Attributes of Effective Private Higher Education Institutions as Assessed by School Administrators and Teachers

Attribute of Effective Institutions	Administrators Mean	Teachers Mean	Average Mean	Interpretation
Student Affairs	5.60	5.81	5.71	Always Applied
Teaching Staff	5.60	5.77	5.69	Always Applied
Instruction	5.50	5.81	5.66	Always Applied
School Population	5.48	5.79	5.64	Always Applied
Facilities and Materials	5.45	5.80	5.63	Always Applied
Overall Mean	5.53	5.80	5.67	Always Applied

Table 2 indicates that the attributes of effective private higher education institutions were also consistently evident, obtaining an overall mean of 5.67, with Student Affairs ranking first ($M = 5.71$), followed by Teaching Staff ($M = 5.69$), Instruction ($M = 5.66$), School Population ($M = 5.64$), and Facilities and Materials ($M = 5.63$). The prominence of Student Affairs suggests that institutional effectiveness is strongly reflected in the attention given to student-centered programs and services, while the high ratings for teaching staff and instruction underscore the central role of faculty capacity and instructional quality. At the same time, the comparatively lower rating for facilities and materials indicates an area in which continuous institutional investment may be beneficial. Contemporary research supports the multidimensional nature of higher-education effectiveness. Cobrado and Prado (2026),

for example, found that motivation, organizational culture, communication, and engagement were positively associated with employee performance in Philippine private HEIs, while Tannady and Budi (2023) similarly demonstrated the contribution of organizational culture, work environment, and leadership to lecturer performance. Aranjuez et al. (2022), although examining a different institutional setting, likewise emphasize the importance of awareness, organizational responsiveness, and stakeholder-oriented implementation in translating institutional policies into meaningful practice. Collectively, the findings suggest that an effective private HEI requires an integrated institutional environment in which student services, competent personnel, quality instruction, adequate facilities, and responsive administrative systems operate in a mutually reinforcing manner.

Table 3. Difference Between School Administrators' and Teachers' Assessments of Supportive Management Approaches

Respondent Group	Mean	SD	Mean Difference	Computed t	Critical t	df	Decision on H_0	Interpretation
School Administrators	5.54	0.1094						
Teachers	5.74	0.1316	0.20	2.613	2.306	8	Reject H_0	Significant Difference

Table 3 reveals a significant difference between school administrators' and teachers' assessments of supportive management approaches, with the teachers reporting a higher mean ($M = 5.74$) than the administrators ($M = 5.54$). The computed t -value of 2.613 exceeded the critical value of 2.306, leading to the rejection of the null hypothesis. This difference suggests that supportive management practices may be perceived differently according to respondents' organizational roles, responsibilities, and degree of involvement in their implementation. Teachers encounter institutional policies through their everyday instructional and administrative experiences, whereas administrators may evaluate the same practices from strategic, supervisory, and organizational perspectives. This interpretation is compatible with evidence showing that organizational culture and leadership

environments influence how personnel experience their work and performance within private HEIs (Tannady & Budi, 2023). Real (2026) similarly identified internal mechanisms such as leadership commitment and communication as particularly important to institutional performance, highlighting the need for management systems that are understood consistently across organizational levels. Alipoyo (2022) further demonstrates the analytical importance of examining practitioners' perspectives when evaluating institutional conditions, since organizational realities may be experienced differently depending on professional roles. Accordingly, private HEIs should strengthen participatory planning, transparent communication, faculty consultation, and feedback mechanisms to minimize perceptual gaps between institutional leaders and teaching personnel.



Table 4. Difference Between School Administrators' and Teachers' Assessments of Attributes of Effective Private Higher Education Institutions

Respondent Group	Mean	SD	Mean Difference	Computed z	Critical z	Decision on H ₀	Interpretation
School Administrators	5.53	0.0700					
Teachers	5.80	0.0173	0.27	3.09	1.96	Reject H ₀	Significant Difference

Table 4 likewise demonstrates a significant difference between administrators' and teachers' assessments of the attributes of effective private higher education institutions, with teachers reporting a higher mean ($M = 5.80$) than administrators ($M = 5.53$). The computed z-value of 3.09 exceeded the critical value of 1.96, resulting in the rejection of the null hypothesis. This finding indicates that perceptions of institutional effectiveness are not necessarily uniform across organizational groups, even when both groups provide generally favorable evaluations. Differences may arise because teachers experience institutional effectiveness through direct engagement with students, instructional processes, facilities, academic resources, and day-to-day organizational systems, while administrators approach effectiveness from broader governance and managerial perspectives. Recent Philippine research

demonstrates that organizational culture, communication, motivation, and employee engagement are closely connected with work performance in private higher education institutions (Cobrado & Prado, 2026), while studies of private HEIs elsewhere similarly associate organizational leadership capabilities with institutional performance and adaptability (Alzafari & Ursin, 2023). The importance of examining human experiences within institutional systems is also evident in Aranjuez (2025) and Aroz et al. (2026), whose studies, although conducted in different contexts, illustrate how outcomes are shaped by the interaction of individual experiences and surrounding support structures. The present finding therefore supports the use of multi-stakeholder institutional assessment rather than relying exclusively on management-level evaluations when examining HEI effectiveness.

Table 5. Relationship Between Supportive Management Approaches and Attributes of Effective Private Higher Education Institutions

Variables	Overall Mean	Pearson r	Interpretation
Supportive Management Approaches	5.65		
Attributes of Effective Private Higher Education Institutions	5.67	0.81	High Correlation / Marked Relationship

Table 5 presents the study's principal relational finding, showing a strong positive relationship between supportive management approaches and attributes of effective private higher education institutions ($r = .81$). This indicates that higher levels of supportive management tend to coexist with stronger attributes of institutional effectiveness, although the correlational design does not establish causality. The finding is consistent with Real (2026), who reported strong positive relationships between a risk-aware organizational culture and institutional performance in Philippine private HEIs and identified leadership commitment, communication, and resource allocation as important performance predictors. Rasyid et al. (2026) likewise provide recent evidence linking value-based strategic leadership with private higher-education performance, while Tannady and Budi (2023) demonstrate the positive contribution of organizational culture to lecturer performance. The result also resonates more broadly with Aranjuez (2025) and Aroz et al. (2026), whose work illustrates the importance of supportive environments and contextual conditions in shaping individual and organizational outcomes, although these studies were conducted outside higher education. Taken together, the strong correlation observed in the present study suggests that institutional effectiveness is closely associated with management systems that establish clear organizational values, define objectives, undertake systematic program planning, employ appropriate measurement procedures, and evaluate outcomes. Private HEIs

may therefore strengthen institutional effectiveness by treating supportive management not as a collection of isolated administrative activities but as an integrated system connecting leadership, planning, personnel, instruction, student services, resources, and continuous evaluation.

5. IMPLICATIONS FOR PRACTICE

The findings suggest that private higher education institutions should institutionalize supportive management as an integrated approach to organizational effectiveness, particularly by strengthening strategic planning, outcome evaluation, organizational values, objective setting, and evidence-based measurement procedures. Since School Program Planning and Interpretation obtained the highest assessment, institutional leaders may build on this strength by ensuring that plans are participatory, aligned with institutional goals, adequately resourced, and regularly monitored. Greater attention should be given to the Selection of Measurement Procedures, which received the lowest mean among the supportive management dimensions, by establishing clear performance indicators, systematic data collection mechanisms, and evidence-based evaluation processes. The significant difference between administrators' and teachers' assessments further implies the need for stronger communication and participatory governance. Administrators should therefore provide meaningful opportunities for faculty involvement in institutional planning, policy development,



program evaluation, and decision-making so that management priorities and operational experiences are better aligned across organizational levels.

The findings also have practical implications for strengthening the attributes of effective private higher education institutions. While Student Affairs, Teaching Staff, and Instruction emerged as particularly strong dimensions, continuous improvement should encompass school population management and, especially, facilities and materials, which obtained the lowest mean among the institutional attributes. Private HEIs may therefore prioritize faculty development, student-centered services, instructional innovation, appropriate learning resources, and sustained investment in physical and technological infrastructure. Moreover, the strong positive relationship between supportive management approaches and attributes of effective institutions indicates that improvements in institutional effectiveness should not be pursued independently of management systems. Instead, administrators should connect organizational values and objectives with program planning, resource allocation, faculty support, student services, instructional quality, and systematic evaluation. Because the study is correlational, the finding should not be interpreted as evidence that supportive management directly causes institutional effectiveness; rather, it underscores the importance of developing coherent management and institutional improvement practices that mutually reinforce one another.

6. CONCLUSION

The study concludes that supportive management approaches and attributes of effective private higher education institutions are strongly evident and positively associated in the institutions examined. Supportive management was consistently applied across organizational values, objective setting, measurement procedures, program planning, and outcome evaluation, while institutional effectiveness was reflected in student affairs, teaching staff, instruction, school population, and facilities and materials. The significant differences between administrators' and teachers' assessments demonstrate that institutional practices may be perceived differently according to organizational roles, emphasizing the value of inclusive assessment and participatory decision-making. Most importantly, the strong positive correlation between supportive management approaches and attributes of effective institutions ($r = .81$) indicates that institutions characterized by stronger supportive management also tend to demonstrate stronger attributes of effectiveness. Thus, private higher education institutions may enhance their organizational effectiveness by cultivating values-driven and participatory leadership, clearly defined objectives, systematic planning and evaluation, responsive student services, faculty development, quality instruction, and adequate institutional resources within a coherent management system.

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