Instructional Management System Theory

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Abstract

The study examines instructional management system theory and focuses on the process of instructional management system theory of education and to identify the effectiveness of the instructional management system theory in the teaching process of teaching strategy, student-centered learning, teaching learning outcome, and academic performance of students.

The research employs descriptive quantitative research and convenience sampling is utilized in the study where the study comprised sixty (60) respondents only.

Results show that it organizes the purpose and sequence of the lessons, assignments, activities towards academic goals and achievements of the students, show to engage students in terms of self-reflection, instruction, and application of the learning process and situation, show to provide independent studies for students to be well-motivated, show to emphasize teaching strategies that adheres to the instructional management system for a resourceful and creative teaching process, show student-centered learning on self-directed learning that allows students to make the decision based on the curiosity and interest of students, show that teaching learning outcome decides to explore in the lesson, decide to teach the best, decide to assess the learning process, and communicate according to the expectation of students, and show to utilize the learning management system in adopting the approaches of learning to improve the performance of student learning enhancement.

Findings show that there is no significant correlation between the process of instructional management system theory of education in the teaching process and how effective is the instructional management system theory in the teaching process among the respondents.

Keywords: Instructional management theory, direct instruction, interactive instruction, experiential learning, independent study, teaching strategy, student-centered learning, teaching learning outcome, and academic performance of students.

Introduction

The instructional management system in the educational system varies depends on the needs and demands of the student as the center of learning. It is a discrete function in the management system and thinking in the goals of learning, advanced technology, administrators, learners, and teachers. It is an instructional management system in the transition of learning adoption by teachers as drivers towards students. This has to do with the teaching profession and application of the teacher theory involving the feature of novelty and change in the daily teaching process. The response to the effective instructional materials in the management system and teaching process provides teachers adaptability to a healthy effectiveness and function of their work. It assesses the different approaches to the practice and adaptability of the implication of their work as a teacher among the student learners. It stresses the instructional management system in the teaching impact for teachers as talented, enthusiastic, adaptable, creative, honest, effective, and being resourceful in the teaching process. It also highlights the features and characteristics of the teachers in the diverse learning, extensive pedagogy, knowledge content, problem solving techniques and strategies, classroom perception, and context sensitivity for the learners respect [1].

Moreover, the general system in the instructional management theory idea provides better teaching output especially when the system will be in accordance with the needs of the learning process. It is an open process to provide instructional management systems for the teaching process. It attempts to help and to understand the process of teaching perception of teachers among their students. It is a system that will provide the nature of the scientific domain of learning and teaching approach in a holistic way for the academic vision of the educational system. This can also provide a way for teachers on the job satisfaction in the proper implementation of their instructional management system and in their work performance. Teachers' role in the educational system is the noblest among all professions in molding and shaping students in their future career and life. This can be observed in the work recognition and appreciation in guiding students in addition to their teaching career and development [1]. It is to understand that the system of the leaders in school can harness the workflow of the technology especially on the diverse trend in teaching. The fast changing technology has changed the learning and teaching in the various educational system like what happened in the recent pandemic outbreak where the traditional teaching process has shifted to blended teaching learning or online learning where instructional materials of teaching is essential for the theory to push on the process of the integration and

knowledge that influences the teaching process and enhancement of learning among students [2].

Furthermore, the fast changing in the growing technologies in the learning and teaching process has to do with the instructional management system theory in the various educational systems. The integration of the educational teaching process has facilitated the instructional management system among teachers and students. It is a challenge among the teachers for their innovation in the instructional management system to provide a better impact in the teaching process. In the educational context, the platform of the learning management instructional system is the integral aspect of the approaches to the educational system. This helps to measure the performance of teachers especially on their competency level in the teaching process through the instructional management system innovation. It has involved technical teaching and challenges for students as well [3].

A. Instructional Management System Theory Cycle
The instructional management system theory cycle is focused on the teaching process in the area of direction instruction that organizes the purpose and sequence of the lessons, assignments, activities towards academic goals and achievements of students, focused on interaction instruction that emphasizes the meaning and understanding of the interactive instruction in teaching to facilitate and foster better learning processes, focused on experiential learning that provides concepts in the classroom setting and groundwork of learning theory, and independent study that encourages strategic approaches to study appropriately for the success of independent study to generate connection and motivation in learning. Therefore, Instructional Management System Theory (IMST) is a system of management instruction that aligns with advanced technology to create all educators, teachers, lecturers, to manage the instructional materials in the learning process. It provides a proper instructional and management system in the learning process for students. It contributes to the methods and directions of the instructional management system and learning development designs and perspectives [4]. Hence, Instructional Management System Theory Cycle is illustrated below:
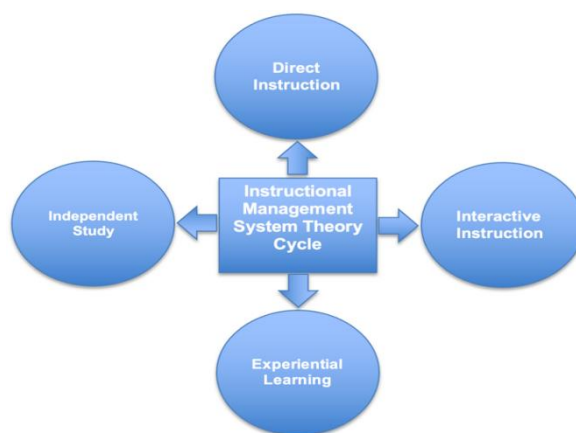

Figure 1: Instructional Management System Theory Cycle.

1. Direct Instruction in Teaching Process
Direct instruction in the teaching process is one of the cycles in the instructional management system theory which provides knowledge of the instructional learning that applies to the real-world of learning and teaching. It provides details for students to utilize capability in their critical thinking. Critical thinking provides the ladder in the instructional materials for the cognitive skills of teaching that illustrate the structure, thoughts, and instruction benefits that lead students to the critical analysis for the learning process [5]. Details of the direct instruction in teaching process are explained below:

1. Establishes direct learning through the objectives and goals, projects, and activities for understanding of the lesson.
2. Organizes the purpose and sequence of the lessons, assignments, activities towards academic goals, and achievements of students.
3. Reviews the activities and instructions on the model process of learning as expected for student achievements.
4. Provides students with proper description, clear explanation, skills, and illustration of knowledge being taught.
5. Monitors students through asking questions if they really understand the lesson taught for them as part of direct instruction in teaching.
6. Teachers are directing the process of instruction for students which are the center of learning.
7. Direct instruction encompasses the fundamental teaching techniques and wide varieties of potential instructions.
8. Direct instruction integrates the various instructional techniques in the given lesson.

2. Interactive Instruction in Teaching Process
This is the second cycle in instructional management system theory which focuses on the interactive instruction in the teaching process. It provides an application of the interactive instruction in the teaching process and method. It is a teaching technique to stimulate the learning process. It is designed based on the approach of teaching as to reflection, implementation, preparation of teaching, and learning process. It provides a framework on the learning and assessment of interactive instruction based on the needs of the learners [6]. Details of the interactive instruction in teaching process are explained below:

1. Interactive teaching instructs teachers to involve the active learning process of students by way of interaction, demonstration, and hands-on process.
2. Encourages students to constantly be active inside the classroom learning for a better teaching process.
3. Develops interactive teaching approach in education as part of the learning process in teaching strategy.
4. Emphasizes the meaning and understanding of interactive instruction in teaching to facilitate and foster better learning processes.
5. Provide teachers as great nimble, responsive, observant, open minded, and in keeping the best engagement for students learning excitement.
6. Interactive teaching style is designed for the classroom teaching instruction with simple principles, and application to comprehend better learning.
7. Interactive teaching benefits teachers for the accomplishment and measures of students to assess and equip mastery of the lesson.
8. Provides flexibility in teaching that makes the learning process perfect to enhance better learning processes and approaches.

3. Experiential Learning in Teaching Process

This is the third cycle in the instructional management system theory where it supports the teaching process and designs formation and strategy in the teaching process. The teaching process executes the driven design and methods that engage in the experiential learning immersion in the strategy of the teaching process. It unpacks the domain of learning and connection with the teaching process and learning experiential innovation. It supports the experiential learning of knowledge and favorable mechanisms in the teaching process. It fosters the adopted experiential learning in the process of teaching and strategy articulation [7]. Details of the experiential learning in teaching process are explained below:

1. Experience learning involves the process of various steps that offer reflective, and collaborative hands-on learning experiences for the new knowledge and skills of learning.
2. Engages students in terms of self-reflection, instruction, and application of learning process and situation.
3. Explores learning by doing and performs through proper instruction and quality of learning and teaching experiences.
4. Experiential learning reflects and shares what happens in the observation, reaction, and results of the learning process.
5. Experiential learning analyzes and processes what is essential and reflects students for future experiences.
6. Experiential learning provides the methodology, philosophy, and purpose of teaching and learning.

7. Experiential learning provides learning by doing on the process of teaching through hands-on reflection and experiences of students.
8. Experiential learning provides concepts in the classroom setting and groundwork of learning that focuses on the learning theory.

4. Independent Study in Teaching Process

This is the last cycle in the instructional management system theory. It focuses on independent study in the teaching process. It provides mechanics for the independent learning of students particularly in developing their study habits. It provides solutions to the assessment of the problems of students in independent learning. It also assesses the mechanics of the theory in independent learning [8]. Details of the independents study in teaching process are explained below:

1. Independent study provides a deep approach to study that requires students to apply and understand the knowledge in the new scenario of learning.
2. Undertakes educational activity for individual students with lesser supervision, guidance, and minimal instruction in the academic credits of students.
3. Provides independent studies for students to be well-motivated in pursuing the necessary interest of student academic performance.
4. Explores student opportunities for independent study for the personal and deeper interest to decide for the learning process.
5. Provides students the needs of learning and self-directed for the preference of learning through instructional methods from their teachers.
6. Provides a deep approach to learning that involves ideal transformation and self-directed learning.
7. Strategic approach involves independent learning for the achievement of the learning process and practices.
8. Encourages strategic approaches to study appropriately for the success of independent study to generate connection and motivation in learning.

B. Effectiveness of Instructional Management System Theory Cycle

The effectiveness of the instructional management system examines the extended advanced technology in the teaching process. This identifies the various techniques in the instructional management system in the process of teaching as to the perceived usage, perceived impact, and perceived effectiveness in the teaching process in the instructional and learning management system. It requires a paradigm that produces a learning process. It requires proper approaches to become effective in the instructional management system in the teaching process [9]. Effectiveness of Instructional Management System Theory Cycle is illustrated below:
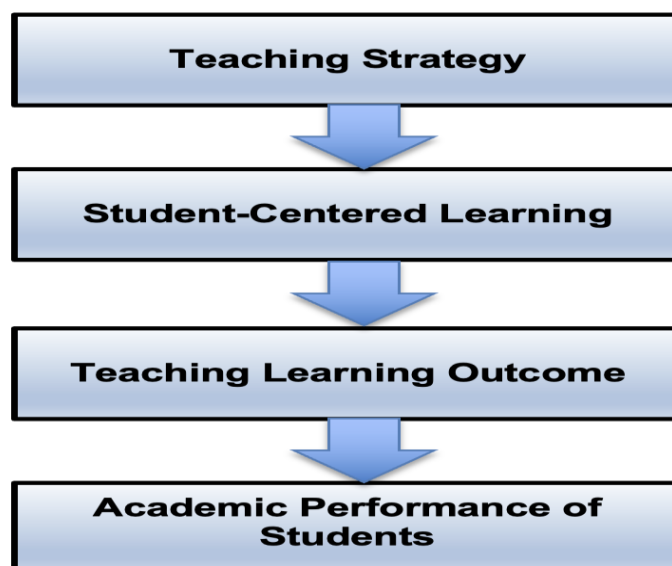
Figure 2: Effectiveness of Instructional Management System Theory

1. Teaching Strategy

The effectiveness of instructional management system theory is based on the teaching strategy needed by the learners. The teaching strategy focuses on the structural domains in the understanding of the flow as to psychomotor domain of teaching, affective domain of teaching, and cognitive domain of teaching. These are important factors in the teaching strategies to become effective in the instructional management system. It shows that effectiveness in the teaching process on the cognitive domain in teaching reveals to construct the lesson and activities based on the function of the teaching process, affective domain of teaching reveals the values and commitment, preference, and acceptance, while psychomotor domain in teaching reveals the learning through gestures, facial expression, posture, and creative movement. These teaching strategies would lead to effectiveness of instructional management systems in the teaching process [10]. Details of the teaching strategy in the effectiveness of instructional management system are explained below:

1. Teaching strategy provides a model and ideal behaviors that demonstrates teaching effectively in various situations.
2. Provides students to establish guidelines and encourages students on the rules and expectations in the classroom teaching and learning process.
3. Emphasizes teaching strategies that adheres to the instructional management system for a resourceful and creative teaching process.
4. Teaching strategies motivates students to learn and avoid punishment in jeopardizing the effort of the classroom management.
5. Teaching strategies encourage initiatives to promote mindset and growth of students in the various lessons and deliveries in the classroom.
6. Teaching strategies provide praise for students who excel and improve their behavior and academic performance.
7. Teaching strategies provide efforts to inspire students, improve self-esteem, reinforce values, and rules in the accomplishment of the learning process.

2. Student-Centered Learning

The effectiveness of instructional management system theory in the teaching process provides the teachers with their role in sustainable gatekeepers among students as center to the learning process development and competency to include the learning in the disciplinary program. It provides the teachers the factors for the crucial integration of the basic degree on the suitable teaching strategies for students as a center for learning perception. It provides responsibility and attribution in the learning process and teaching process for the benefits and value orientation to students as the center of learning. It integrates the role of the disciplinary requirements in the teaching process. This considers the teaching strategies that suit students as the center of the learning process in the teaching system and competencies relevant to the teaching program and strategies. It sustains the development and sustainable competency that widen the horizon of the learning process [11]. Details of the student-centered learning in the instructional management system theory are explained below:

1. Student-centered learning experiences control what to learn, and what to teach in various activities that engage students to meet the objectives of instructional management systems.
2. Student-centered learning focuses on the teachers' output of students in their instructional management system.
3. Student-centered learning provides self-directed learning that allows students to make the decision based on the curiosity and interest of students.
4. Student-centered learning provides academic context to the development and training of students through instructional opportunities.
5. Provides student-centered learning development and training individual engagement on emotional and personal level of learning experiences.
6. Student-centered learning reflects and provides learners the chance to be interested in the learning process and creates based learning and understanding.
7. It fosters a collaborative learning process of students to improve and demonstrate their performance, skills, and tasks.

3. Teaching Learning Outcome

The effectiveness of instructional management system theory in the teaching learning outcome provides a positive effect on the part of student learning based on the framework of the theory because it encourages the engagement of the teacher in the learning outcome of students especially that teachers are using interactive and constructive approach in the learning process and active activities of learning. It engages the activities on the implementation of the advanced technologies in teaching and learning outcome. This will affect the outcome of the learning output. It provides active engagement on the interactive activities, and constructive activities that associate positive outcome of the learning [12]. Details of the instructional management system theory in teaching learning outcome are explained below:

1. Teaching learning outcome and instructional management system describes the values, knowledge, abilities, and measurable skills of students.
2. Teaching learning outcome demonstrates the knowledge in the instructional management system on student-centered learning.
3. Describes the teaching learning outcome for students in accordance with the instructional management system.
4. Teaching learning outcomes expects practice by doing and wants them to know the expected instructional management system.
5. Teaching learning outcome decides to explore in the lesson, decides to teach the best, decides to assess the learning process, and communicates according to the expectation of students.
6. Teaching learning outcomes creates better connections between learning and teaching for both the lecturers and the students to provide better learning.
7. Teaching learning outcomes needs to be specific, measurable, agreed upon, realistic, and time bounded.

4. Academic Performance of Students

The instructional management system theory in the academic performance of students will provide practical success in the learning process of students. It manifests in the belief that constitutes in the empirical and epistemic theory for the academic performance of the learners. It examines the concept of students in their scholastic performance and their academic achievements. It highlights the reflective learning, beliefs of teachers and learners in the knowledge and collaborative valuing the building of knowledge in the practical values of the academic performance of students. It analyzes the reflective collaboration, pragmatic and fact orientation of the learners, and concept in the effective theory of instructional management system which is associated with learning and academic achievement of the learners [13]. Details of the instructional management system theory in the academic performance of students are explained below:

1. Utilizes the learning management system in adopting the approaches of learning to improve the performance of student learning enhancement.
2. Assesses and conducts the effectiveness of technologies and techniques of teaching in the academic performance and learning of students.
3. Improves and enhances student learning and performances to be active in the learning process.

4. Enhances academic performance of students to achieve the goals of the learning process.
5. Supports the academic performance of students and efforts in the ever changing information being given as to transformative learning, creative innovation, delivery, and resourceful classroom.
6. Concentrates on the instructional management system in the learning process of students in their academic performance.
7. Adopts the instructional management system to better achieve the scholastic performance of the learners as support in the classroom setting.

Statement of the Problem

1.　　What is the process of instructional management system theory of education in the teaching process in the area of
1.1　　direct instruction,
1.2　　interactive instruction,
1.3　　experiential learning, and
1.4　　independent study?

2.　　How effective is the instructional management system theory in the teaching process in terms of
2.1　　teaching strategy,
2.2　　student-centered learning,
2.3　　teaching learning outcome, and
2.4　　academic performance of students?

3.　　Is there a significant correlation between the process of instructional management in the system of education in the teaching process and how effective is the instructional management system theory in the teaching process among the respondents?

Hypothesis

There is no significant correlation between the process of instructional management system theory of education in the teaching process and how effective is the instructional management system theory in the teaching process among the respondents.

Research Design

The research employs descriptive quantitative research. The method is used since it defines the characteristics and describes the phenomenon of the study. It focuses on the measures of instructional management system theory of education in the teaching process particularly in the area of direct instruction, interactive instruction, experiential learning, and independent study, and to measure how effective is the instructional management system theory in the teaching process in terms of teaching strategy, student-centered learning, teaching learning outcome, and academic performance of students. It traces the learning teaching strategies in a distinctive feature on the learning and action of students as to the learning process in teaching and instructional management. It examines the features of the descriptive quantitative teaching and learning behavior of the respondents in the outcome of the academic success [14].

Sampling Techniques

Convenience sampling technique is utilized in the study which is also called as availability sampling in the process of the selection of participants and methods. The selected participants

are available readily as respondents based on the criteria set in the study on the instructional management system in the educational system. It is a geographical proximity that involves the contact of the researcher and the accessibility. This is based on the sample selection of the choice of the researcher also. It is a nonprobability sampling in the selection of the respondents. The sampling techniques are categorized on the number of the population being selected as probable participants. It is chosen systematically. This is to optimize the number of participants in the statistical method that determines the precision of the selected sample size of the study. It allows sampling probability in the target population of the study, (Stratton, 2021).

Participants of the Study

The subjects of the study are the curriculum designers of the instructional management system of the various educational institutions in the Philippines such as Department of Education (DepEd), Commission on Higher Education, (CHED), and Technical Education and Skills Development Authority, (TESDA). The study comprised sixty (60) respondents only.

Instruments Used

1. Direct Instruction in Teaching Process

Scale	Descriptive Level	Descriptive Interpretation
4.20-5.00	Highly Observed	Direct instruction is very satisfied
3.40-4.19	Observed	Direct instruction is satisfied
2.60-3.39	Moderately Observed	Direct instruction is moderately satisfied
1.80-2.59	Not Observed	Direct instruction is dissatisfied
1.00-170	Never Observed at All	Direct instruction is very dissatisfied

2. Interactive Instruction in Teaching Process

Scale	Descriptive Level	Descriptive Interpretation
4.20-5.00	Highly Observed	Interactive instruction is very satisfied
3.40-4.19	Observed	Interactive instruction is satisfied
2.60-3.39	Moderately Observed	Interactive instruction is moderately satisfied
1.80-2.59	Not Observed	Interactive instruction is dissatisfied
1.00-170	Never Observed at All	Interactive instruction is very dissatisfied

3. Experiential Learning in Teaching Process

Scale	Descriptive Level	Descriptive Interpretation
4.20-5.00	Highly Observed	Experiential learning is very satisfied
3.40-4.19	Observed	Experiential learning is satisfied
2.60-3.39	Moderately Observed	Experiential learning is moderately satisfied
1.80-2.59	Not Observed	Experiential learning is dissatisfied
1.00-170	Never Observed at All	Experiential learning is very dissatisfied

4. Independent Study in Teaching Process

Scale	Descriptive Level	Descriptive Interpretation
4.20-5.00	Highly Observed	Independent study is very satisfied
3.40-4.19	Observed	Independent study is satisfied
2.60-3.39	Moderately Observed	Independent study is moderately satisfied
1.80-2.59	Not Observed	Independent study is dissatisfied
1.00-170	Never Observed at All	Independent study is very dissatisfied

5. Effectiveness of Teaching Strategy

Scale	Descriptive Level	Descriptive Interpretation
4.20-5.00	Highly Observed	Teaching strategy is very satisfied
3.40-4.19	Observed	Teaching strategy is satisfied
2.60-3.39	Moderately Observed	Teaching strategy is moderately satisfied
1.80-2.59	Not Observed	Teaching strategy is dissatisfied
1.00-170	Never Observed at All	Teaching strategy is very dissatisfied

6. Effectiveness of Student-Centered Learning

Scale	Descriptive Level	Descriptive Interpretation
4.20-5.00	Highly Observed	Student-centered learning is very satisfied
3.40-4.19	Observed	Student-centered learning is satisfied
2.60-3.39	Moderately Observed	Student-centered learning is moderately satisfied
1.80-2.59	Not Observed	Student-centered learning is dissatisfied
1.00-170	Never Observed at All	Student-centered learning is very dissatisfied

7. Effectiveness of Teaching Learning Outcome

Scale	Descriptive Level	Descriptive Interpretation
4.20-5.00	Highly Observed	Teaching learning outcome is very satisfied
3.40-4.19	Observed	Teaching learning outcome is satisfied
2.60-3.39	Moderately Observed	Teaching learning outcome is moderately satisfied
1.80-2.59	Not Observed	Teaching learning outcome is dissatisfied
1.00-170	Never Observed at All	Teaching learning outcome is very dissatisfied

8. Effectiveness of Academic Performance of Students

Scale	Descriptive Level	Descriptive Interpretation
4.20-5.00	Highly Observed	Academic performance is very satisfied
3.40-4.19	Observed	Academic performance is satisfied
2.60-3.39	Moderately Observed	Academic performance is moderately satisfied
1.80-2.59	Not Observed	Academic performance is dissatisfied
1.00-170	Never Observed at All	Academic performance is very dissatisfied

Results

1.   What is the process of instructional management system theory of education in the teaching process in the area of direct instruction, interactive instruction, experiential learning, and independent study?

Table 1. Instructional Management System Theory in the Area of Direct Instruction in Teaching Process.

Direct Instruction in Teaching Process	WM	I	R
1. Establishes direct learning through the objectives and goals, projects, and activities for the understanding of the lesson.	4.00	O	5
2. Organizes the purpose and sequence of the lessons, assignments, activities towards academic goals, and achievements of the students.	4.24	HO	1.5
3. Reviews the activities and instructions on the model process of learning as expected for student achievements.	3.38	MO	6.5
4. Provides students with proper description, clear explanation, skills, and illustration of knowledge being taught.	4.24	HO	1.5
5. Monitors students through asking questions if they really understand the lesson taught for them as part of direct instruction in teaching.	4.10	O	4
6. Teachers are directing the process of instruction for students which are the center of learning.	3.38	MO	6.5
7. Direct instruction encompasses the fundamental teaching techniques, and wide varieties of potential instructions.	4.18	O	3
Average Weighted Mean	**3.93**	**O**	
Standard Deviation	**0.385**		

Table 1 presents the weighted mean and the corresponding interpretation on the Instructional Management System Theory in the Area of Direct Instruction in Teaching Process among the respondents.

As noted in the table rank 1 is shared by the two indicators which are "Organizes the purpose and sequence of the lessons, assignments, activities towards academic goals, and achievements of the students", and "Provides students with proper description, clear explanation, skills, and illustration of knowledge being taught", with a weighted mean of 4.24 or Highly Observed which means direct instruction in teaching process is very satisfied. Rank 2 is "Direct instruction encompasses the fundamental teaching techniques, and wide varieties of potential instructions", with a weighted mean of 4.18 or Observed which means direct instruction in the teaching

process is satisfied. Rank 3 is "Monitors students through asking questions if they really understand the lesson taught for them as part of direct instruction in teaching", with a weighted mean of 4.10 or Observed which means direct instruction in the teaching process is satisfied. The least in rank is shared by the two indicators which are "Reviews the activities and instructions on the model process of learning as expected for student achievements" and "Teachers are directing the process of

instruction for students which are the center of learning", with a weighted mean of 3.38 or Moderately Observed which means direct instruction in teaching process is moderately satisfied. The overall average weighted mean is 3.93 (SD=0.385) or Observed which means Instructional Management System Theory in the Area of Direct Instruction in Teaching Process is satisfied among the respondents.

Table 2. Instructional Management System Theory in the Area of Interactive Instruction in Teaching Process.

Interactive Instruction in Teaching Process	WM	I	R
1. Interactive teaching instructs teachers to involve the active learning process by way of student interaction, demonstration, and hands-on process.	4.12	O	2.5
2. Encourages students to constantly be active inside the classroom learning for a better teaching process.	3.65	O	7
3. Develops interactive teaching approach in education as part of the learning process in teaching strategy.	4.07	O	4.5
4. Emphasizes the meaning and understanding of the interactive instruction in teaching to facilitate and foster better learning processes.	3.33	MO	8
5. Provide teachers as great nimble, responsive, observant, open minded, and keeping in the best engagement for their students on learning excitement.	4.00	O	6
6. Interactive teaching style is designed for the classroom teaching instruction with simple principles, and application to comprehend better learning.	4.27	HO	1
7. Interactive teaching benefits teachers for the accomplishment and measures to assess and equip students for the mastery of the lesson.	4.12	O	2.5
8. Provides flexibility in teaching that makes the learning process perfect to enhance better learning processes and approaches.	4.07	O	4.5
Average Weighted Mean	**3.95**	**O**	
Standard Deviation	**0.288**		

Table 2 presents the weighted mean and the corresponding interpretation on the Instructional Management System Theory in the Area of Interactive Instruction in Teaching Process among the respondents.

As observed in the table, rank 1 is "Interactive teaching style is designed for the classroom teaching instruction with simple principles, and application to comprehend better learning", with a weighted mean of 4.27 or Highly Observed which means interactive instruction in the teaching process is very satisfied. Rank 2 is shared by the two indicators which are "Interactive teaching instructs teachers to involve the active learning process of student by way of interaction, demonstration, and hands-on process", and "Interactive teaching benefits teachers for the accomplishment and measures to assess and equip students for the mastery of the lesson", with a weighted mean of 4.12 or Observed which means interactive instruction in teaching

process is satisfied. Rank 3 is also shared by the two indicators which are "Develops interactive teaching approach in education as part of the learning process in teaching strategy', and "Provides flexibility in teaching that makes the learning process perfect to enhance better learning processes and approaches", with a weighted mean of 4.07 or Observed which means interactive instruction in teaching process is satisfied. The least in rank is "Emphasizes the meaning and understanding of the interactive instruction in the teaching to facilitate and foster better learning processes", with a weighted mean of 3.33 or Moderately Observed which means interactive instruction in the teaching process is moderately satisfied. The overall average weighted mean is 3.95 (SD=0.288) or Observed which means Instructional Management System Theory in the Area of Interactive Instruction in Teaching Process is satisfied among the respondents.

Table 3. Instructional Management System Theory in the Area of Experiential Learning in Teaching Process.

Experiential Learning in Teaching Process	WM	I	R
1. Experience learning involves the process of various steps that offer reflective, and collaborative hands-on learning experiences for the new knowledge, and skills of learning.	4.14	O	3
2. Engages students in terms of self-reflection, instruction, and application of learning process and situation.	4.25	HO	1.5
3. Explores learning by doing and performs through proper instruction and quality of learning and teaching experiences.	4.10	O	4.5
4. Experiential learning reflects and shares what happens on the observation, reaction, and results of the learning process.	3.79	O	7.5
5. Experiential learning analyzes and processes what is essential and reflects students for future experiences.	4.00	O	6

	WM	I	R
6. Experiential learning provides the methodology, philosophy, and purpose of teaching and learning.	4.10	O	4.5
7. Experiential learning provides learning by doing on the process of teaching through hands-on reflection, and experiences of students.	3.79	O	7.5
8. Experiential learning provides concepts in the classroom setting and groundwork of learning that focuses on the learning theory.	4.25	HO	1.5
Average Weighted Mean	**4.05**	**O**	
Standard Deviation	**0.169**		

Table 3 presents the weighted mean and the corresponding interpretation on the Instructional Management System Theory in the Area of Experiential Learning in Teaching Process among the respondents.

As gleaned in the table, rank 1 is shared by the two indicators which are "Engages students in terms of self-reflection, instruction, and application of learning process and situation", and "Experiential learning provides concepts in the classroom setting and groundwork of learning that focuses on the learning theory", with a weighted mean of 4.25 or Highly Observed which means experiential learning in teaching process is very satisfied. Rank 2 is "Experience learning involves the process of various steps that offer reflective, and collaborative hands-on learning experiences for the new knowledge, and skills of learning", with a weighted mean of 4.14 or Observed which means experiential learning in teaching process is satisfied, Rank 3 is shared by the two indicators which are "Explores

learning by doing and performs through proper instruction and quality of learning and teaching experiences", and "Experiential learning provides the methodology, philosophy, and purpose of teaching and learning", with a weighted mean of 4.10 or Observed which means experiential learning in teaching process is satisfied. The least in rank is "Experiential learning reflects and shares what happens on the observation, reaction, and results of the learning process", and "Experiential learning provides learning by doing on the process of teaching through hands-on reflection and experiences of students", with a weighted mean of 3.79 or Observed which means experiential learning in teaching process is satisfied. The overall average weighted mean is 4.05 (SD=0.169) or Observed which means Instructional Management System Theory in the Area of Experiential Learning in Teaching Process is satisfied among the respondents.

Table 4. Instructional Management System Theory in the Area of Independent Study in Teaching Process.

Independent Study in Teaching Process	WM	I	R
1. Independent study provides a deep approach to study that requires students to apply and understand the knowledge in the new scenario of learning.	4.15	O	3.5
2. Undertakes educational activity for individual students with lesser supervision, guidance, and minimal instruction in the academic credits of students.	3.36	MO	7.5
3. Provides independent studies for students to be well-motivated in pursuing the necessary interest of student academic performance.	4.20	HO	1
4. Explores student opportunities for independent study, personal and deeper interest to decide the learning process.	3.84	O	6
5. Provides students the needs of learning and self-directed for the preference of learning through instructional methods from their teachers.	4.17	O	2
6. Provides a deep approach to learning that involves ideal transformation, and self-directed learning.	4.04	O	5
7. Strategic approach involves independent learning for achievement of learning process and practices.	3.36	MO	7.5
8. Encourages strategic approaches to study appropriately for the success of independent study to generate connection, and motivation in learning.	4.15	O	3.5
Average Weighted Mean	**3.91**	**O**	
Standard Deviation	**0.334**		

Table 4 presents the weighted mean and corresponding interpretation on the Instructional Management System Theory in the Area of Independent Study in Teaching Process among the respondents.

As revealed in the table, rank 1 is "Provides independent studies for students to be well-motivated in pursuing the necessary interest of student academic performance", with a weighted mean of 4.20 or Highly Observed which means independent study in the teaching process is very satisfied. Rank 2 is "Provides students the needs of learning and self-directed for the preference of learning through instructional methods from their teachers", with a weighted mean of 4.17 or Observed which means independent study in the teaching process is satisfied.

Rank 3 is shared by the two indicators which are "Independent study provides a deep approach to study that requires students to apply and understand the knowledge in the new scenario of learning", and "Encourages strategic approaches to study appropriately for the success of independent study to generate connection and motivation in learning", with a weighted mean of 4.15 or Observed which means independent study in teaching process is satisfied. The least in rank is also shared by the two indicators which are "Undertakes educational activity for individual students with lesser supervision, guidance, and minimal instruction in the academic credits of students", and "Strategic approach involves independent learning for achievement of learning process and practices", with a weighted

mean of 3.36 or Moderately Observed which means independent study in teaching process is moderately satisfied. The overall average weighted mean is 3.91 (SD=0.334) or Observed which means Instructional Management System Theory in the Area of Independent Study in Teaching Process is satisfied among the respondents.

2.   How effective is the instructional management system theory in the teaching process in terms of teaching strategy, student-centered learning, teaching learning outcome, and academic performance of students?

Table 5. Effectiveness of Instructional Management System Theory in Terms of Teaching Strategy.

Teaching Strategy	WM	I	R
1. Teaching strategy provides a model and ideal behaviors that demonstrates teaching effectively in various situations.	4.01	O	4.5
2. Provides students to establish guidelines and encourages students on the rules and expectations in the classroom teaching and learning process.	3.30	MO	7
3. Emphasizes teaching strategies that adheres to instructional management systems for a resourceful and creative teaching process.	4.13	O	1.5
4. Teaching strategies motivates students to learn and avoid punishment in jeopardizing the effort of the classroom management.	4.13	O	1.5
5. Teaching strategies encourage initiatives to promote mindset and growth of students in the various lessons and delivery in the classroom.	3.97	O	6
6. Teaching strategies provide praise for students who excel and improve their behavior and academic performance.	4.07	O	3
7. Teaching strategies provide efforts to inspire students, improve self-esteem, reinforce values, and rules in the accomplishment of the learning process.	4.01	O	4.5
Average Weighted Mean	**3.94**	**O**	
Standard Deviation	**0.269**		

Table 5 presents the weighted mean and the corresponding interpretation on the Effectiveness of Instructional Management System Theory in Terms of Teaching Strategy among the respondents.

As acknowledged in the table, rank 1 is shared by the two indicators which are "Emphasizes teaching strategies that adheres instructional management system for a resourceful and creative teaching process", and "Teaching strategies motivates students to learn and avoid punishment in jeopardizing the effort of the classroom management", with a weighted mean of 4.13 or Observed which means effectiveness of teaching strategy is satisfied. Rank 2 is "Teaching strategies provide praise for students who excel and improve their behavior and academic performance", with a weighted mean of 4.07 or Observed which means effectiveness of teaching strategy is satisfied. Rank 3 is shared by the two indicators which are "Teaching strategy provides a model and ideal behaviors that demonstrates teaching effectively in various situations", and "Teaching strategies provide efforts to inspire students, improve self-esteem, reinforce values, and rules in the accomplishment of the learning process", with a weighted mean of 4.01 or Observed which means effectiveness of teaching strategy is satisfied. The least in rank is "Provides students to establish guidelines and encourages students on the rules and expectations in the classroom teaching and learning process", with a weighted mean of 3.30 or Moderately Observed which means effectiveness of teaching strategy is moderately satisfied. The overall average weighted mean is 3.94 (SD=0.269) or Observed which means Effectiveness of Instructional Management System Theory in Terms of Teaching Strategy is satisfied among the respondents.

Table 6. Effectiveness of Instructional Management System Theory in Terms of Student-Centered Learning.

Student-Centered Learning	WM	I	R
1. Student-centered learning experiences control what to learn, and what to teach in various activities that will engage students to meet the objectives of the instructional management system.	3.32	MO	7
2. Student-centered learning focuses on the teachers' output of students in their instructional management system.	3.72	O	5
3. Student-centered learning provides self-directed learning that allows students to make the decision based on the curiosity and interest of students.	4.21	HO	1
4. Student-centered learning provides academic context to the development and training of students through instructional opportunities.	4.01	O	3.5
5. Provides student-centered learning development and training individual engagement on emotional and personal level of learning experiences.	4.11	O	2
6. Student-centered learning reflects and provides learners the chance to be interested in the learning process and creates based learning and understanding.	4.01	O	3.5
7. It fosters a collaborative learning process of students to improve and demonstrate performance, skills, and tasks.	3.64	O	6
Average Weighted Mean	**3.86**	**O**	
Standard Deviation	**0.290**		

Table 6 presents the weighted mean and the corresponding interpretation on the Effectiveness of Instructional Management System Theory in Terms of Student-Centered Learning among the respondents.

As shown in the table, rank 1 is "Student-centered learning provides self-directed learning that allows students to make the decision based on the curiosity and interest of students", with weighted mean of 4.21 or Highly Observed which means effectiveness of student-centered learning is very satisfied. Rank 2 is "Student-centered learning provides self-directed learning that allows students to make the decision based on the curiosity and interest of students", with a weighted mean of 4.11 or Observed which means effectiveness of student -centered learning is satisfied. Rank 3 is shared by the two indicators which are "Student-centered learning provides academic

context to the development and training of students through instructional opportunities", and "Student-centered learning reflects and provides learners the chance to be interested in the learning process and creates based learning and understanding", with a weighted mean of 4.01 or Observed which means effectiveness of student -centered learning is satisfied. The least in rank is "Student-centered learning experiences control what to learn, and what to teach in various activities that will engage students to meet the objectives of the instructional management system", with a weighted mean of 3.32 or Moderately Observed which means effectiveness of student-centered learning is moderately satisfied. The overall average weighted mean is 3.86 (SD=0.290) or Observed which means Effectiveness of Instructional Management System Theory in Terms of Student-Centered Learning is satisfied among the respondents.

Table 7. Effectiveness of Instructional Management System Theory in Terms of Teaching Learning Outcome.

Teaching Learning Outcome	WM	I	R
1. Teaching learning outcomes and instructional management systems describe the values, knowledge, abilities, and measurable skills of students.	4.07	O	2
2. Teaching learning outcome demonstrates the knowledge in the instructional management system on student-centered learning.	3.87	O	4
3. Describes the teaching learning outcome for students in accordance with the instructional management system.	3.71	O	5
4. Teaching learning outcomes expects practice by doing and wants them to know the expected instructional management system.	3.39	MO	6.5
5. Teaching learning outcome decides to explore lessons, decides to teach the best, decides to assess the learning process, and communicates according to the expectation of students.	4.25	HO	1
6. Teaching learning outcomes can create better connections between learning and teaching for both the lecturers and the students to provide better learning.	3.94	O	3
7. Teaching learning outcomes needs to be specific, measurable, agreed upon, realistic and time bounded.	3.39	MO	5.5
Average Weighted Mean	**3.80**	**O**	
Standard Deviation	**0.303**		

Table 7 presents the weighted mean and the corresponding interpretation on the Effectiveness of Instructional Management System Theory in Terms of Teaching Learning Outcome among the respondents.

It shows that rank 1 is "Teaching learning outcome decides to explore lesson, decides to teach the best, decides to assess the learning process, and communicates according to the expectation of students", with a weighted mean of 4.25 of Highly Observed which means effectiveness of teaching learning outcome is very satisfied. Rank 2 is "Teaching learning outcome and instructional management system describe the values, knowledge, abilities, and measurable skills of students", with a weighted mean of 4.07 or Observed which means effectiveness of teaching learning outcome is satisfied. Rank 3 is "Teaching learning outcomes can create better connections

between learning and teaching for both the lecturers and the students to provide better learning", with a weighted mean of 3.94 or Observed which means effectiveness of teaching learning outcome is satisfied. The least in rank is shared by the two indicators which are "Teaching learning outcome expects practice by doing and wants them to know the expected instructional management system", and "Teaching learning outcome needs to be specific, measurable, agreed upon, realistic and time bounded", with a weighted mean of 3.39 or Moderately Observed which means effectiveness of teaching learning outcome is moderately satisfied. The overall average weighted mean is 3.80 (SD=0.303) or Observed which means Effectiveness of Instructional Management System Theory in Terms of Teaching Learning Outcome is satisfied among the respondents.

Table 8. Effectiveness of Instructional Management System Theory in Terms of Academic Performance of Students.

Academic Performance of Students	WM	I	R
1. Utilizes learning management systems in adopting approaches of learning to improve the performance of student learning enhancement.	4.18	O	1.5
2. Assesses and conducts the effectiveness of technologies and techniques in teaching on the academic performance and learning of students.	3.90	O	5
3. Improves and enhances learning and performance to be active in the learning process of student academic performance.	3.75	O	6.5
4. Enhances academic performance of students to achieve the goals of the learning process.	4.18	O	1.5
5. Supports academic performance of students and efforts in ever changing information being given as to transformative learning, creative innovation, delivery, and resourceful classroom.	4.10	O	3
6. Concentrates on the instructional management system in the learning process of students in their academic performance.	3.73	O	6.5
7. Adopts the instructional management system to better achieve the scholastic performance of students as support in the classroom setting.	4.00	O	4
Average Weighted Mean	**3.98**	**O**	
Standard Deviation	**0.176**		

Table 8 presents the weighted mean and the corresponding interpretation on the Effectiveness of Instructional Management System Theory in Terms of Academic Performance of Students among the respondents.

As seen in the table, rank 1 is shared by the two indicators which are "Utilizes learning management system in adopting approaches of learning to improve the performance of student learning enhancement", and "Enhances academic performance of students to achieve the goals of the learning process", with a weighted mean of 4.18 or Observed which means effectiveness of academic performance of students is satisfied. Rank 2 is "Supports academic performance of students and efforts in ever changing information being given as to transformative learning, creative innovation, delivery, and resourceful classroom", with a weighted mean of 4.10 or Observed which means effectiveness of academic performance of students is satisfied. Rank 3 is

"Adopts the instructional management system to better achieve the scholastic performance of students as support in the classroom setting", with a weighted mean of 4.00 or Observed which means effectiveness of academic performance of students is satisfied. The least in rank is shared by the two indicators which are "Improves and enhances learning and performance to be active in the learning process of student academic performance", and "Concentrates on the instructional management system in the learning process of students in their academic performance", with a weighted mean of 3.73 or Observed which means effectiveness of academic performance of students is satisfied. The average weighted mean is 3.98 (SD=0.176) or Observed which means Effectiveness of Instructional Management System Theory in Terms of Academic Performance of Students is satisfied among the respondents.

3. On the significant correlation between the process of instructional management in the system of education in the teaching process and how effective is the instructional management system theory in the teaching process among the respondents

Table 9. Test of significant correlation between the process and effectiveness of instructional management in the system of education among the respondents

Variables	Computed r-value	Relationships *significant * not significant	Hypotheses *accepted *rejected
1. Direct Instruction			
1. Teaching Strategy	0.0330849	not significant	accepted
2. Student-Centered Learning	0.033426	not significant	accepted
3. Teaching Learning Outcome	0.0336888	not significant	accepted
4. Academic Performance	0.0329182	not significant	accepted
2. Interactive Instruction			
1. Teaching Strategy	0.033001	not significant	accepted
2. Student-Centered Learning	0.0333412	not significant	accepted
3. Teaching Learning Outcome	0.0336034	not significant	accepted accepted
4. Academic Performance	0.0328348	not significant	

3. *Experiential Learning*			
1. Teaching Strategy	0.0325911	not significant	accepted
2. Student-Centered Learning	0.0329271	not significant	accepted
3. Teaching Learning Outcome	0.033186	not significant	accepted accepted
4. Academic Performance	0.0324269	not significant	
4. *Independent Study*			
1. Teaching Strategy	0.0331694	not significant	accepted
2. Student-Centered Learning	0.0335114	not significant	accepted
3. Teaching Learning Outcome	0.0337749	not significant	accepted
4. Academic Performance	0.033023	not significant	accepted
Significant at 0.05 level, one-tailed test, df at 60 with critical r-value of 0.250035			

Table 9 presents the test of significant correlation between the process and effectiveness of instructional management in the system of education among the respondents.

It reveals that when the two variables are tested, it shows that direction instruction computed r value against Teaching Strategy is 0.0330849, Student-Centered Learning is 0.033426, Teaching Learning Outcome is 0.0336888, and Academic Performance of students is 0.0329182 which means not significant and the decision is accepted. On other hand, when interaction instruction is computed against Teaching Strategy, the r value is 0.033001, Student-Centered Learning is 0.0333412, Teaching Learning Outcome is 0.0336034, and Academic Performance of students is 0.0328348 which is not significant and the decision is accepted. Hence, when Experiential Learning is tested it shows that the computed r value against Teaching Strategy is 0.0325911, Student-Centered Learning is 0.0329271, Teaching Learning Outcome is 0.033186, and Academic Performance of students is 0.0324269. Lastly, when independent study is tested, the computed r value against Teaching Strategy is 0.0331694, Student-Centered Learning is 0.0335114, Teaching Learning Outcome is 0.0337749, and Academic Performance of students is 0.033023. Since all the variables tested against each other are lower than the critical r value of 0.250035, with df of 60 at 0.05 level of significance. Therefore, it is safe to say that there is no significant correlation between the process of instructional management system theory of education in the teaching process and how effective is the instructional management system theory in the teaching process among the respondents.

Discussion

The Instructional Management System Theory in the Area of Direct Instruction in Teaching Process among the respondents reveals that it organizes the purpose and sequence of the lessons, assignments, activities towards academic goals, and achievements of students. This further boosts the morale of the learners through proper instruction in the academic performance in all activities to be performed in the learning process. The activities will be done through the various domains of learning on psychomotor, affective, and cognitive domain of learning. This will improve the dealing of students in the academic performance because of the various activities that have been designed to explore for students in participation of the class discussion and in-depth learning in their various subjects. It provides the lecturers or teachers with the proper style, proper teaching, and proper work to guide the learners in their academic performance [15]. On the other hand, the instructional management in the direct instruction system provides students with proper description, clear explanation, skills, and illustration

of knowledge being taught. It provides a link to the academic performance of students in the self-efficacy, and teachers' instructional management practices. It examines the inquiry learning, direct instruction, and instructional practices. It demonstrates the instructional practices and effects of indirect self-efficacy in learning and influences of the learners which provides positive implication to the inquiry learning through direct instruction [16]. Hence, direct instruction in the management system and teaching process reviews the activities and instructions on the model process of learning as expected for student achievements. Teachers are directing the process of instruction for students which are the center of learning. The learning process through direct instruction will be implemented based on the learning process. It is essential in the individual learning among students. It provides utilities in the performance of the learners which is considered in direct instruction towards the behavior, intelligence, and goal direction of the learners [17].

On the other hand, the Instructional Management System Theory in the Area of Interactive Instruction in Teaching Process among the respondents shows that interactive teaching style is designed for the classroom teaching instruction with simple principles, and application to comprehend better learning. This provides teaching techniques and strategies that relies on the procedures and designs in the instructional practice for the interactive teaching since learning is a two-way process. Teachers know the methods and strategies in teaching influenced the learners in the educational setting and context. It has been identified by various educational phenomena in the interactive instruction process. It prioritizes the teachers in the response process of interactive instruction through the principle of teaching and decision process based on the needs of students and context process. It provides methods and practices in the teachers notion and lens in the method of teaching and strategies. This focuses on the strategies of teaching based on the interactive instruction. Interactive instruction adheres to the various techniques and strategies in teaching approach and comprehensible manner input process of teaching, (Wesely, Vyn, & Neubauer, 2021). Notwithstanding, interactive instruction emphasizes the meaning and understanding of the interactive instruction in teaching to facilitate and foster better learning processes. It reinforces the interactive learning process through the information and source as part of the techniques and strategies in the interactive instruction. It provides the learners an informative and evaluative process of teaching and learning. It focuses on the priority of the learner's interactive feedback and reinforcement in the interactive instruction and learning process. It aims to improve the interactive instruction and learning process that is based on the demands of the learners. The interactive instruction is focused on the two approaches as to

informative and evaluative processes. It is the preferred interactive instruction for the learners. It is a method and process in the learning engagement of students [18].

Furthermore, the Instructional Management System Theory in the Area of Experiential Learning in Teaching Process among the respondents shows to engage students in terms of self-reflection, instruction, and application of the learning process and situation. It prompts the learners centered diversity based on their experiences in the learning process. It understands and illustrates the value and content learning of students that is paramount to the teaching and effectiveness. They can improve the instructional management system in teaching. It indicates the academic growth, positive effect, self-reflection of the experiential learning, and teaching process. It explores the implementation and development of effective strategy and techniques in teaching that prompts students in self-reflection and learning process [19]. It shows also that experiential learning provides concepts in the classroom setting and groundwork of learning that focuses on the learning theory. It adapts the innovation of experiential teaching method and existence in the learning process. It discusses the learning exercises and experiential knowledge that suits the teaching and learning of students. It pivoted the integral bottom and limitation of the instructional management system. It explores teaching techniques for student learning. Experiential learning teaching process implements and designs the lesson that identifies the educational system. It builds a lesson on the experiential learning teaching process exercises, and field based in the application of teaching and learning of student exercises [20]. On the other hand, the experiential learning reflects and shares what happens on the observation, reaction, and results of the learning process that provides learning by doing, process of teaching through hands-on reflection and experiences of students. It is based on the belief and practices of teachers in the learning development of their students. The experiential learning is centered on the program and practices in the educational system which is prominent in the learning process of students. It analyzes the experiential learning practice and program to be transferred and interpreted in the educational system of the country. It also identified distinctive theories in the instructional management system that will represent the theories of learning practices, and belief of teachers [21].

Consequently, the Instructional Management System Theory in the Area of Independent Study in Teaching Process among the respondents shows that it provides independent studies for students to be well-motivated in pursuing the necessary interest of student academic performance. It is an instructional strategy and techniques given among students in their independent study. This can explore the learning process and stimulation. It is a program given to students to help them use their initiative in the learning process. This can motivate them to learn more since they are encouraged to explore their academic and scholastic performance. This includes proper analysis of instruction to the learning process in the module being learned. It also provides critical steps to be followed in the independent study involvement of the learners. This is one of the techniques in the teaching process since the approach is learning outcome based where students are instructed to follow the instruction given by their lecturers. It supports the limited instruction that involves active learning to facilitate and develop the interest of students. It demonstrates and displays the performance of students in their independent learning [22]. On the other hand, it also shows that independent study undertakes the educational activity for individual students with lesser supervision, guidance, and minimal instruction in the academic credits of the learners. It provides a basis for the independent learning in the method of teaching as essential parts in the types of the working process and independent learning process. This can be done inside or outside the classroom learning. The educational system is directly effective to ensure the level of the needs of the learners. It aims for independent learning and formation. This means that competitiveness of independent learning is in accordance with the requirements of the educational setting that is being set-up by their module tutor [23]. This includes the strategic approach for independent learning achievement of the learning process and practices. It is a consensus on the self-regulation and essential learning in the academic performance of students in a lifelong process. This supports students in the learning and self-regulation independent study. It provides a strategy to actively involve students in the framework of independent learning and self-regulation [24].

Moreover, the Effectiveness of Instructional Management System Theory in Terms of Teaching Strategy among the respondents shows to emphasize teaching strategies that adheres to the instructional management system for a resourceful and creative teaching process. It also shows that teaching strategies motivates students to learn and avoids punishment in jeopardizing the effort of the classroom management. It examines the implementation and development of teaching techniques and strategies in the various modules of students in their critical thinking. It focuses on the various domains of learning as to the interpersonal, cognitive, affective, psychomotor in the teaching and learning process of students. It features different factors on the personal characteristics of teachers and professionals. It influences various strategies in teaching to obtain output in the academic performance of students as the center of learning in the educational system. This involves the characteristics of the teaching experiences such as to work position, degree in education, etc. It focuses typically on the educational system and teaching strategy and techniques in the same context, (Brečka, Valentová, & Lančarič, 2022). On the other hand, it also provides students to establish guidelines and encourages students on the rules and expectations in the classroom teaching and learning process. This is an important aspect of education for proper teaching to be competent and effective in the learning process since the center of learning depends on the strategy and techniques for better learning. Considering the fact that students are the center of learning. It ensures the standard of the educational system in shaping the dignified nation for a sustainable refined quality teaching. It is directed and planned according to the sustainable demands of the educational system, (Helda, & Syahrani, 2022).

In contrast, the Effectiveness of Instructional Management System Theory in Terms of Student-Centered Learning among the respondents shows that student-centered learning provides self-directed learning that allows students to make the decision

based on the curiosity and interest of students. It implements the possible education setting that requires the learning for self-directed students and engagement as part of the learning goals among students. This is supported by the theory being discussed on the effect and expected value and understanding for students who are the center of learning in the educational system. It analyzes the confirmatory and structural model in the learning process. This will be based on the positive approach and attitude predicted in the engagement of the learning process of teaching. It regulates the types of the learning process of students [25]. On the other hand, student-centered learning experiences control what to learn, and what to teach in various activities that will engage students to meet the objectives of the instructional management system. It provides better sustainable development in the educational system. It also diverts to view the learning process as the student center process that will be included in the policy making for a better quality of education. It promotes potential contribution to the sustainable system in the education process. It highlights the effective and sustainable development in the educational system for students as the center of the learning process [26].

Subsequently, the Effectiveness of Instructional Management System Theory in Terms of Teaching Learning Outcome among the respondents shows that teaching learning outcome decides to explore in the lesson, decides to teach the best, decides to assess the learning process, and communicates according to the expectation of students. It provides effective evaluation and assessment for the outcome of the student learning process especially on the conduct of the complex process and difficulties among teacher professionals. It provides an increased outcome learning process of students. This can be done through retention of the lesson, continuous improvement of the learning level of students, and skill competencies. This is a part of the learning outcome in the performance of students in their academics. The learning outcome of students is necessary to assess the academic performance [27]. In addition, teaching learning outcomes expects practice by doing and wants them to know the expected instructional management system. It also shows that teaching learning outcomes needs to be specific, measurable, agreed upon, realistic, and time bounded. Learning outcomes must be reinforced for the evaluation of the prospective lecturers or teachers that will focus on the target and objectives of the learning outcome and feedback, (Fan, 2022).

Lastly, the Effectiveness of Instructional Management System Theory in Terms of Academic Performance of Students among the respondents shows how to utilize the learning management system in adopting the approaches of learning to improve the performance of student learning enhancement. This can also enhance academic performance of students to achieve the goals of the learning process. It is a self-regulated and extended training and learning in the academic performance of students. It is a program that motivates students especially on the strategies in teaching to achieve better academic performance set by the school. The strategies of teachers in the presentation of the lesson is self-regulated based on the needs of students. The goal of the self-regulated teaching strategies provides an impressive impact in the academic performance of students. It depends on the characteristics of the course. This enhances the self-regulated learning strategies, motivation, and academic performance of students [28]. On the other hand, it shows to improve and to enhance student learning and performance to be active in the learning process of student academic performance and to concentrate on the instructional management system in the learning process of students in their academic performance. It provides retention and academic success in the analysis of learning output in the academic performance of students. It focuses on the general model and theory development in the various settings of learning. It has drawbacks and demonstrates the disciplinary context needed for students as the center of the learning process. It builds methods to explore the academic success of the learners [29].

Conclusions
The Instructional Management System Theory in the Area of Direct Instruction in Teaching Process among the respondents shows to organize the purpose and sequence of the lessons, assignments, activities towards academic goals, and achievements of students where it provides students with proper description, clear explanation, skills, and illustration of knowledge being taught. This also includes the interactive teaching style designed for the classroom teaching instruction with simple principles, and application to comprehend better learning.

The Instructional Management System Theory in the Area of Experiential Learning in Teaching Process among the respondents shows to engage students in terms of self-reflection, instruction, application of the learning process, and situation where experiential learning provides concepts in the classroom setting and groundwork of learning that focuses on the learning theory.

The Instructional Management System Theory in the Area of Independent Study in Teaching Process among the respondents shows to provide independent studies for students to be well-motivated in pursuing the necessary interest of student academic performance where learning and self-directed for the preference of learning through instructional methods from the teachers are needed.

The Effectiveness of Instructional Management System Theory in Terms of Teaching Strategy among the respondents shows to emphasize teaching strategies that adheres to the instructional management system for a resourceful and creative teaching process where teaching strategies motivate students to learn and avoid punishment in jeopardizing the effort of the classroom management.

The Effectiveness of Instructional Management System Theory in Terms of Student-Centered Learning among the respondents shows student-centered learning provides self-directed learning that allows students to make the decision based on the curiosity and interest of students.

The Effectiveness of Instructional Management System Theory in Terms of Teaching Learning Outcome among the respondents shows that teaching learning outcome decides to explore in the lesson, decides to teach the best, decides to assess the learning process, and communicates according to the expectation of students.

The Effectiveness of Instructional Management System Theory in Terms of Academic Performance of Students among the respondents shows how to utilize the learning management system in adopting the approaches of learning to improve the performance of student learning enhancement where it enhances academic performance of students to achieve the goals of the learning process.

Conflict of Interest Statement:
The author declares no conflicts of interests.

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