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Centralization Strategy of Implementation an Alternative Intervention in Teaching, Learning and Managing Mode Delivery

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Abstract — The study focuses on the centralization strategy. This is the alternative intervention in teaching, learning, and managing delivery mode. This is universal acceptability of task in the mission for the work. This is an international campaign among the excellence performance. This is making work easier and manageable. Centralization of job performance achieves a cohesive accomplishment. The design used is qualitative with a case study approach. Purposive sampling is used in selecting participants. The data gathering techniques uses observation, interview, and focus group discussion. The data analysis used is the identifying experiences, describing phenomenon, interpreting meaning, developing sense and clustering themes. The thematic analysis of the data is appropriately interpreted for discussion. The result of the study reveals the three subtopics with ten themes. These are centralization practice components, centralization delivery insights,

centralization need approaches with ten themes includes centralize techniques, centralize components, common practices, preparing teaching and learning, preparing records and documentation in theme 1; significance of using, insights taken, and issues encountered in theme 2; issues addressed, and remedies used in theme 3. This concludes that this is a timely strategy that helped the teacher hurdle the in the teaching profession. This is an innovation in teaching practice to ease the job and help also in the smooth implementation. The study recommends the enhancement of skills in instructional preparation; advocacy in the adaptation of centralize strategy; linkages with other group for support services; partnership with stakeholders in sustaining the endeavor.

Keywords — Centralization, Implementation, Intervention, Delivery

I. Introduction

Context and Rationale

Universal acceptability of task is the mission for the work. This is an international campaign among the excellence performance. This is making work easier and manageable. Centralization of job performance achieves a cohesive accomplishment. This is allowing an organization to control lower-level working behaviors for consistency in organizational goals. The high degree of centralization reduces the need for high levels of formal procedures. The school managers directly monitor and advocate appropriate working behaviors without needing written standards. However, as the organization increases its members and functions is less able to monitor the activities. The authority is shifted to departmental management. Centralized assigned goal controls the understanding of its dispersion for a uniformity of the organized group [Eriksson & Gustavsson, 2013].

Furthermore, centralization may constrain adoption of individual innovative ideas because lower levels in the organization have little decision-making power. But the group cohesion and camaraderie are increasing in working together for the achievement of common interest and goals. Centralization-based approach is lessened the individualized effort in preparation of teaching materials, presentation of learning sheets, finalization of official documents. This is reducing individual behavior in promoting unity, camaraderie, and cooperation with working as one. The right blend of centralized and decentralized decision-making as school-based management practice empowers schools. The organization achieves optimum performance [Cornito, C.M., 2021].

In general context, centralization is usually referred to the condition in which the administrative authority is vested. The authority is not in the local community but in the larger arena. Instead, it holds a central body of complete power in overall resources like budgets, information, people, and technology. This body also determines the curriculum contents; controls the targeted budget; manages the employment workplace; builds the educational facilities; crafts

the policy frameworks; administer the school plant and sustains the community engagement and relationship (Brennen, 2002).

In the delivery mode, there is appears to be a practical-knowledge gap in the prior research. There is a lack of rigorous research in the prior literature. Some of these unexplored learning deliveries appear to be lacking in the practice of centralization-based field. The field of governance is ripe for an investigation of practical focus research on centralization approach. Many of the prior studies focus on the theoretical aspects of the field of governance. However, there are very few practical studies or action research in the field of governance. This is an important and worthy of investigation in the context of centralization. An investigation of these issues is important because centralization-based approach is appropriately utilized. Furthermore, previous theoretical research has focused primarily on individualization and very little practical research has been done on centralization field [Miles, 2017].

The alternative option is the utilization of centralization strategy in performing task of teacher as educator in lesson delivery; student as beginner in output submission; school head as manager in systematic documentation into an orderly functioning task. Centralization creates an opportunity for distributive tasks among working forces.

Action Research Question

The study is deeply rooted in the teaching, learning, and managing with centralize-based approach bearing the following significance. The inquiry carries the following research questions:

1. What is centralization approach in teaching, learning, and managing?

2. What are the insights in teaching, learning, and managing mode of delivery?

3. How centralization approach caters to the needs of learners, providers, and leaders?

The study aims to by:

1. Identify the centralization approach in teaching, learning, and managing

2. Identify the benefit of using centralization approach in teaching, learning, and managing

3. Appreciate centralization approach in catering learners, providers, and leaders

Propose Innovation, Intervention and Strategy

This study is useful to the teachers, students, and school heads. It deals more on how to look for an alternative solution to overcome from serious problem within the school. The teacher as providers can benefit from this study as it promotes the spirit of cooperation and mutual understanding. This is increasing work task that leads to progressive and meaningful accomplishment. The learners benefit from the utilization of unified action to task assigned. This

is a productive response to the situation and a rewarding achievement of diligence performance. The school benefits in the delegation of job by designating task to everyone. This is a distributive function among the workforces. The stakeholders are profiting from this situation as it is the ultimate solution to achieve solidarity.

II. Methodology

This section presents research design, sampling, data gathering techniques, data analysis, ethical consideration, and reflexivity.

Research Design

The research design is qualitative method of research with Yin [2014] multi-case study approach. This is involving an up-close, in-depth, and detailed examination of the strategy as well as its related contextual conditions. These are determined in centralized strategy of school implementation.

Sampling

The sampling process is purposive in nature considering the participants are connected in the school community. There are three (3) participants involved in the study from various sectors of student, teacher, school head.

Data Gathering Techniques

The researchers send communication to the school heads. The formulated interview guide questionnaire is used in data gathering to determine the feeling and reactions of the participants. The remarks, suggestions and reactions are also noted as they are part of the data gathered. The facilitation of interviews with significant others is used to assess the client's background, views and opinions. This is to get the experiences and feelings. The observation on the context of understanding the approaches is used as another strategy. This is to get the recommendatory options for the effectiveness in learning material delivery. The document review is used to review the outputs as secondary data. The focus group discussion with the participants is mobilized as another tool in getting their feelings, experiences, aspirations, plans, direction, and goals.

Data Analysis

The matrix is used to collate data for tabulation. Coding is used to transcribe the information gathered from audio recording. Van Manen [1990] gives an analytical basis for identifying experiences, describing phenomenon, interpreting meaning, developing sense and clustering themes. The thematic analysis of the data is appropriately interpreted for discussion. This is also used to conduct analysis of qualitative data. It is essentially creating theme-statements.

Ethical Consideration

The study observes the ethical standard in conducting research. Lincoln and Guba [1985] provides the ethical consideration pertaining to credibility, transferability, dependability, and confirmability. Credibility is connecting with a prolonged engagement with the community. It also involved peer debriefing and scrutiny. It accumulates values and principles that address questions of what is good. Ethics searches for a reason for acting or refraining. It delimits asking permissions of a study. It also seeks permission from authority. It is a value of maintaining anonymity of information. Transferability is establishing through description of the context and participants. This is empirical in every study conducted that the participants are given the informed consent about the aim of the research. This to assures confidentiality of the information disclose to the researcher. Dependability is also established through external audit and detailed description. It is solely using the data gathered and intended for the study. The complicated statement is to be withheld. The participants are informed about the data storage and utilization. The confirmability is established through audit trail, triangulation, and reflexivity. These findings are a result of focus group discussion through triangulation and interaction with the participants. This is getting reliable information. The keeping of the original transcript of the interviews and other information sources is properly stored.

Reflexivity

The researchers are educators and social worker. As a social worker, the value of the individual especially those who belong to sectors groups of learners, caregivers, providers and leaders are given recognition. As an educator, the researchers are advocating for empowerment in the use of centralized approach. They are also given a chance in the enhancement of their skills and potential for more productivity. This is the venue for the participants to express their views and opinions. The acknowledgement of the ideas and views relevant to their experiences is given value especially in availing educational goods and services. This is straightforward implementation of school programs.

III. Results and Discussion

The section presents the data on responses of the participants. This are consolidated and thematically analyzed bearing the three subheadings. These are centralization practice components, centralization delivery insights, centralization need approaches with ten themes. These includes centralize techniques, centralize components, common practices, preparing teaching and learning, preparing records and documentation in theme 1; significance used, insights taken, and issues encountered in theme 2; issues addressed, and remedies suited in theme 3.

Centralization Practice Components

Table 1 presents the subtopic centralization practice components with five themes includes centralize techniques, centralize components, common practices, preparing teaching and learning, preparing records and documentation. The first theme is centralization techniques. The participants have responded that the centralization techniques include student-centered discussion. This is the deep-thinking engagement with students that increases comprehension, speaking and listening skills. Making connections is essential teaching methods of helping students. This is focused on the setting of goals. The increased autonomy is improving classroom independence. This allows one to pick personal interests and explore choices within the framework of engagement and empowerment of student. The building relationship in the classroom is extremely powerful for student behavioral and academic success. This is creating team work with learners. The literacy focus is providing students with learning material that interests and helps to understand the joys and pleasures. This is making learners concentrate on learning in reading, and writing.

The participants have said that *the centralization is often makes work easier with delegated task. The teachers have unified implementation of program and project in the school with the scheme of learning development. This is harmony in implementing teaching strategy, learning style, and managing scheme.*

The findings are supported by Galway and Wiens [2013] have stated that the emphasis shall establish feasible use of media. This is eminently developing self-learning instructional material that suits the needs of the learners in the educational journey.

The second theme is about the centralized component. The participants have responded that the centralize component includes the departmental. This is describing the activities, responsibilities, or possessions in a government, company, or other organization. The performance is the execution of an action. This is something accomplishment, fulfillment, and implementation. The management is a single or group of individuals who challenges and oversees a person or collective group of people in efforts to accomplish desired goals and objectives. This is including the ability to plan, organize, monitor, and direct individuals. Leadership is the action of leading a group of people or an organization. This is taking risks and challenging the status quo and motivates others to achieve something new and better. The organizational is a group of people who work together. This is referring to a group or business, or to the act of forming or establishing groupwork.

The participants have said that *the centralized organizational structure relies heavily on top-down decision-making. One person or an executive team is responsible for approving all relevant decisions, which are communicating through various levels of management.*

The findings are supported by AlixPartners [2016] and have stated that the determining which model is right for the organization is critical to any restructuring effort. The decision can impact not just the organization costs and efficiency. Take time to understand the pros and cons of

centralization versus decentralization. By applying this analytical approach, this is made by restructuring decisions with confidence.

The third theme is about common practices. The participants have responded that the common practice includes teaching by modeling. This is including a demonstration and giving more examples to the learners. Working as a team is a teaching strategy. This is group work and working with peers. Learning by experience is the gaining lesson outside the classrooms. This is getting into the real world. Integrating technology is powerful in the classrooms. This is including gadgets in teaching, especially computers, laptops, projector, and cellphones. Emphasizing behavioral management is imposing the proper dealing with learners. This is the intensification of behavior and attitudes towards school activities.

The participants have disclosed that *the common practices in the school are challenging. But once the challenges are overcome the celebration follows. This is one of the motivating factors that the teachers have possessed. This is also the real scenario among the teacher with dedication and love with the professions.*

The findings are supported by Organization for Economic Co-operation and Development [2009] have stated that the teachers generally support modern constructivist beliefs about instruction. There is scope to improve teachers' effectiveness by extending teacher co-operation and linking this to an improved school climate.

The fourth theme is about preparing teaching and learning. The participants have responded that the preparing teaching and learning includes the develop reciprocity and cooperation. This is promoting camaraderie with colleagues. Encouraging active learning is the motivation for constant participation in the class. This is the motivation aspect allowing the learners for learned orientation. The emphasize time on task is the up-to-date submission of outputs. This is the utilization of time consciousness. The communication high expectation is the information with the anticipation for maximum involvement. This is involvement with excellent support. The respect diverse learners are the admiration of different types of learners. This is the recognition and understanding of differences among the learners.

The participants have disclosed that *the preparation of teaching and learning materials is easy. There is a distributed task to perform every time there are paper works. The benefit of working as a team helps a lot in this endeavor.*

The findings are supported by Gujjar & Malik [2007] have stated that the deductive critical and creative thinkers are capable of good visual creativity. This is also essential that the academic content must be thought of by a simple group of people. The comprehension of teaching points is the text that needs illustration.

The fifth theme is about preparing records and documentation. The participants have responded that the preparing records and documentation includes the setting records retention.

This is an increasingly digital environment with fast-paced and quick creating information in various formats. The policies and procedures set the standard in management. This is making the files both electronic and printed for safekeeping for office consumption. The accessibility and storage are the availability of records and information. This is convenient for storage in future use. Compliance auditing is the obedience and amenability of data for reviewing and checking. This is the accountability of the in-charge. The obsolete record disposal is the removing of the old file and ready for replacement. This is upgrading of records and documents for office consumptions.

The participants have opened that *the records and documents are needed for renovation and replacement of files. The old files must be upgraded for future reference. This must be stored in the proper place.*

The findings are supported by Government Records Services [2011] have stated that the records are the whole range of activities which an organization shall perform for proper management. The key activities include setting records management policy, assigning responsibilities, establishing procedures promulgating guidelines, designing plans, implementing, and administering recordkeeping systems.

Table 1 – Centralization Practice Components

Themes	Core Ideas
1.Centralized techniques	Student-centered discussion, making connections, increased autonomy, building relationship, literacy focus
2.Centralized component	Departmental, performance, management, leadership, organizational
3.Common practices	Teaching by modeling, working as team, learning by experiences, integrating technology, emphasizing behavioral management
4.Preparing teaching and learning	Develop reciprocity and cooperation, encourage active learning, emphasize time on task, communicate high expectation, respect diverse learners
5.Preparing records and documentation	Setting record retention, policies and procedure, accessibility and storage, compliance auditing, obsolete record disposal

Centralization Delivery Insights

Table 2 presents the learning delivery benefits with three themes includes the significance used, insights taken, and issues encountered. The first theme is about the significance used. The participants have responded that significance used includes the last upper-level organization. This is the lessening of work in the top management. The control lower-level behavior is the minimizing the behavioral responses in the lower level. This is reactive to undesirable behavioral upbringing. The reduce standard procedure is making modified process. This is making it consistent with organizational goals. The increase function is adding new work and task performance. This is doing the right procedure in working together. The constraint adoption of innovative ideas is the

lesser decision making. This is lacking in deciding the type of methodology and strategies used in lesson delivery.

The participants have said *the significance in using the centralize approach is making a group job well attained and unified product standard. The task is well distributed and well managed. This is an increasingly easy task.*

The findings are supported by Kusumaningrum & Triwiyanto [2015] have stated that the advantages and disadvantages of centralized curriculum development is highly dependent on the diversity of social conditions, politics, culture, and economy. The diversity geared towards educators and learning the cutting edge. There are principles in curriculum development includes relevance, effectiveness, efficiency, sustainability, flexibility, and goal oriented to minimize the adverse effects of centralized curriculum. The curriculum is a means to achieve a goal and requires reliability. There are three important parts that need attention in the curriculum evaluation. These are the meaning of curriculum, organization and structure of the curriculum, and the competences.

The second theme is about the insights taken. The participants have responded that the insights take includes the communication effectiveness. This is intentionally measured in feedback. The follow passion is using the strengths and to get the best return for the time and energy. This is supporting passion with interest in a sustainable way. The do best known is improving the interpersonal relationship for popularity. This is dealing with people with empathy and curiosity. The perceives real values is remarking about the authentic virtues. This is making worth with the social environment. The relative truth is believing true on someone else. This is easy to think about the same conclusion, thinking, perception and brain.

The participants had said that *the insights taken from this endeavor are very relevant. This is a timely option for improving teaching and learning. This is about the increase of learnings and inspiration. The insight from the strategy is developing camaraderie and solidarity among the working forces in the department. This is new strategy that needs to replicate in some other school to keep the delivery more significant and stress free.*

The findings are supported by Kennedy, Zaki, Lemon, Urmetzer, and Neely [2018] have stated that the insights need to manage journey through taking a customer perspective; identifying root causes; uncovering at-risk segments; capturing learners emotional and cognitive responses; spotting and preventing decreasing outputs; prioritizing actions to improve outcome.

The third theme is about the issues encountered. The participants have responded that the issues encountered includes stifle creativity. This is holding a centralization with a tight control that even find difficulty in achieving development. The limited communication is using social media in communication. This is limitation in the exploration of communication especially dealing with superior. Inflexible decision- making is allowing an approval to the nearest supervisor or head. This is making work easier and avoiding inconsistency in the implementation. The delegated authority is communicating with standards procedures. This is defining clearly which decisions

belong to the higher entity and the lower entities that extend empowerment and innovation. The focus vision is realizing the thinking in centralize management. This is helping the workforce understanding and working for a fixated purpose.

The participants have disclosed that *the issues encountered are relevant to the strategy. This is a common problem that is encountered. The remedy is consistency and following the right direction setting. The proper set up is continuously practice having a concrete output.*

The findings are supported by Cuillier [2022] has stated that utilization of centralization approach has its disadvantages and advantage. It depends on how to use effective management in centralization opportunity to solve the hindering factors.

Table 2 – Centralization Delivery Insights

Theme	Core Ideas
1.Insights taken	Learning support, lesson structure, differentiation of instruction,
2.Significance in using	Least upper-level organization, control lower-level behavior, reduce standard procedure, increase function, constraint adoption of innovative ideas
3.Issues encountered	Stifle creativity, limited communication, inflexible decision-making, delegated authority, focus vision

Centralization Need Approaches

Table 3 presents the subtopic centralization need approach with two themes includes the issues addressed and remedies suited. The first theme is about the issues addressed. The participants have responded the issued addressed include focus. This is supporting the collaboration and understanding of roles and responsibilities. Consistency is equipping with expectation and greater transparency. This strengthening management system in logistics and resources. Optimization is the enable of continual improvement while prioritizing impacts for its growth and success. This is minimizing risk by preventing negativity and inaccuracy. The security is tracking easily for monitoring and controlling. This is mitigating the risk of mishandling of secured data. Saving is efficient and effective handling of resources. This is a streamlined process of holding data for future use.

The participants have said that *the issues address the concern of the endeavor. Tolerance is sustained. Effective management of resources and efficient leadership is a must in every organized group. The focus on the idea that the issues must be given attention is a manifestation that the holding of solution is a must. This is rather than keeping the idea unattended.*

The findings are supported by Organization for Economic Co-operation and Development [2009] have stated that associations between specific leadership styles and some of the teaching beliefs and practices that are significant. This is seen as evidence of a classroom disciplinary

climate and teacher self-efficacy. This is worth of teacher's disciplinary climate that are independent with other modelling role of school evaluation, appraisal, and feedback.

The second theme is about the remedies suited. The participants have responded that the remedies suited includes sustained leadership. This is a fundamental high leadership turnover. The ambitious standard is the increased of standard across all jurisdictions. This is performing systems having standards in subjects to avoid narrowing the curriculum. Commitment equity is performing systems using variety of approaches to minimize the impact of social background on achievement. These are including system wide policies and ensuring high-quality teachers. The alignment and coherent are the consistency of the learning materials and the alignment of the curriculum. This is the consistency of the program implementation. The effective use of resources is the wise handling of limited resources. This is the expenditure that appears in high-performing systems spending money differently.

The participants have opened that *the remedies are all resources assets. The wise decision and making productive output of the limited resources are the great achievement in the group. The utilization of the small resources and spends it wisely can boast for more accomplishment and even expand relevant achievement.*

The findings are supported by Siggelkow and Levinthal [2003] have stated that the benefit arises an initial phase of exploration. This is enabled by an appropriate organizational structure. This is followed by refinement and coordination by a different structure, leads to high performance.

Table 3 - Centralization Need Approaches

Theme	Core Ideas
1.Issues addressed	Focus, consistency, optimization, secure, savings
2.Remedies suited	Sustained leadership, ambitious standard, commitment equity, alignment, and coherent, effective use of resources

IV. Conclusion

The study focuses on the centralization approach. This is a timely strategy that helped the teacher hurdle in the teaching profession. This is an innovation in teaching practice to ease the job and help also in the smooth implementation. The study reveals the three subtopics with ten themes. These are centralization practice components, centralization delivery insights, centralization need approaches with ten themes includes centralize techniques, centralize components, common practices, preparing teaching and learning, preparing records and documentation in theme 1; significance used, insights taken, and issues encountered in theme 2; and issues addressed, and remedies suited in theme 3.

V. Recommendations

Based on the conclusion, this study recommends the following: enhancement of skills in instructional preparation; advocacy in the adaption of centralize strategy; linkages with other group for support services; partnership with stakeholders in sustaining the endeavor.

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