

# Lived Experiences in Centralization Approach of Teaching English Basic Intervention in Learning Delivery

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*Abstract* — The study focuses on the live experiences in teaching English. This is centralization approach by allowing organization to control the level of working behaviors for organizational goal consistency. 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. The research gap is the population of teachers and students. The research design is qualitative with hermeneutics phenomenological approach of inquiry. Purposive sampling is used in selecting participants. The data collection techniques used are

observation, interview, and focus group discussion. The data analysis used is the framework for 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 teaching experiences, learning delivery benefits and centralization approaches need. The ten themes include centralization techniques, centralization approach, experiences in teaching, experiences in preparing and feeling in preparing for theme 1; significance of using and insights taken for theme 2; issues encountered, issues addressed, and remedies used for theme 3. The study concludes that the experiences in teaching English is amazing by adapting the centralization approach. This is creating an avenue for unification, cooperation, and camaraderie. There are lessons that bring goodwill especially in motivating the fellow teachers. The study recommends the sustenance in preparation of instructional materials; sponsorship in material procurement and developing partnership with stakeholders for supports services.

***Keywords — Centralization, Experiences, Intervention, Delivery***

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## I. Introduction

### Context and Rationale

Centralization allows an organization to control the 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 into departmental management. The joint effects of centralization and organizational strategy on public service performance is expressed in several ways. This establishes a connection between centralization strategy and public service improvement. It measures effectiveness with more robust performance than perceptual measures of output or efficiency. The collection of clear pros and cons associated with the use of a balance in listing of the strengths, weaknesses, opportunities and threats for centralization [Andrews, Boyne, Law, Walker, 2009; Tarkiainen, 2020].

Furthermore, centralization may constrain adoption of individual innovative ideas because lower levels in the organization have little decision-making power. But the increase in group cohesion and camaraderie in working together for the achievement of common interest and goals. Centralization-based approach is lessened the individualize effort in preparation of teaching materials. This is reducing the individuality 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, 2021].

In education, centralization is usually referred to the condition in which the administrative authority is vested. The authority is not in the local school community. 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. In the dispersal of authority among lower levels of the administrative system, it helps in the exercise of authority by various persons and institutions. However, the concepts must be used in the most judicious manner in the organization [Brennen, 2002, Marume & Jubenkanda, 2016].

Based on the review of the prior research, there is a population gap. Some of these sub-populations have been unexplored and under researched. The centralization approach appears to be important and worthy of investigation in the context of intervention in the instructional material preparation and learning delivery. An investigation of this group of providers is important because of centralization approach to teaching English subject. Furthermore, previous research has focused primarily on this population of teachers and students. Very little research has been done on centralization approach to teaching [Miles, 2017].

The alternative option is the utilization of centralization strategy in performing task in lesson delivery. This is minimizing the time, effort, and expenses in performing the task. Centralization creates an opportunity for distributive task among working forces.

### **Action Research Question**

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

1. What are the experiences in centralization approach to teaching English?
2. What are the benefits of centralized approach in delivery of English subject?
3. How centralization approach caters the needs of learners, providers, and leaders?

### **Propose Innovation, Intervention and Strategy**

This study is useful to the subject teacher. Centralization approach deals more on how to look for an alternative solution to overcome from serious problem within the school. The providers can benefit on 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 providers are working in a distributive task. This is departmentalized effort in preparing the instruction. The learner is also benefitted in making task easier and achieve the desired goal. This is allowing the functionality of the learners.

### **Review of related Literature**

#### **Centralization Experiences**

The curriculum that consists of all the experiences with the student has regardless of the character. The teacher take place or where they are. These experiences have led to the development of brand-new issues, initiatives, or projects. Teachers` perceptions is specified in the curriculum that provide implications for the transformation of the centralized curriculum into classroom practice. Teachers think that curriculum attributes a strict role to establish a productive learning environment to carry out instruction in class. Teachers view as a presenter and a facilitator because they lead discussion during the class sessions [Kaya,Cetin, and Yildirim, 2015].

### **Centralization Benefits**

Centralization can offer some advantages for managing change and innovation, such as faster and more consistent decisions across the organization, a clearer vision and direction from the top management, greater control and coordination of resources and activities, simpler implementation and monitoring of standards and procedures, and a reduction in duplication and conflict of interests. The features of centralization in management includes the top-level managers concentrate and reserve the decision-making power. The execution is decided by the top-level management with the help from the other levels of management. The lower levels management do the jobs under direct control of the top managers. The development of learning is described by team size, team roles and team functions [O'Brien, Hartnett, Rawlins, 2019). Effective management is shared authority encourages decision-making and responsibility for school affairs from higher authorities to school internal and external stakeholders. It generates a bottom-up approach to educational planning and management and decision-making powers are vested upon schools to encourage and sustain improvements [Cornito, C. M. (2021).

### **Centralization Approach**

In a centralized organization, the decision-making powers are retained in the head office and all other locations are directed from this main office resulting in communication flowing in a top-down manner. Centralization is an organizational setting that grants senior management the authority to make decisions. It aims to smoothen decision-making and problem-solving processes since it keeps everything in order and ensures the higher control makes final calls. This is giving credence to the proposed solution of an approach to organizational structure for project managers in future consideration [Cuillier, 2022].

## **II. Methodology**

### **Research Design**

The study uses the qualitative research design of investigative inquiry. The hermeneutics phenomenological approach is used to determine and elicit experiences that can be given an action point. The experiences that transpire gives more learnings are acquired. The experiences are given

description to have a clear understanding and provided with interpretation to get the real essence. The experiences are entrenched in enhancing the skills and potentials.

### **Sampling**

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

### **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 interview with significant others, is used to assess the client's background. 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 effectivity in learning material delivery. The focus group discussion with the participants is mobilized as another tool in getting their feelings, experiences aspirations and goals.

### **Data Analysis**

The matrix is used to collate the data for tabulation. The coding is used to transcribe the information gathered from audio recording. Moustakas (1994) framework is used that provide description of experiences, developing significant statement, taking meaning units, writing textural and structural descriptions and incorporating composite description.

### **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. The 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 search 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. The 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. The 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 be withheld. The participants are informed about the data storage and utilization. The confirmability is established through audit trail, triangulation, and reflexivity. This is findings a result from focus group discussion through triangulation and interaction with the participants. This

is getting the reliable information. The keeping of the original transcript of the interviews and other information sources are properly stored.

### **Reflexivity**

The researchers are educators and social worker. As a social worker, the value of the individual especially those who belongs to sectors groups learners, caregivers, providers, and leaders are given recognition. As an educator, the researchers are advocating for an empowerment in the use of centralized approach. They are also given a chance in the enhancement of their skills and potentials 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 good and services. This is straightforward implementation of school programs.

## **III. Results and Discussion**

The section presents the data on responses of the participants. These are consolidated and thematically analyzed bearing the three subheadings includes centralization teaching experiences, learning delivery benefits and centralization approaches needs. The ten themes include centralization techniques, centralization approach, experiences in teaching, experiences in preparing and feelings in preparing in theme 1; significant used and insights taken in theme 2 and issues encountered, issues addressed, and remedies used in theme 3.

### **Centralization Teaching Experiences**

Table 1 presents the subtopic centralization teaching experiences with five themes includes centralization techniques, centralization approach, experiences in teaching, experiences in preparing and feeling in preparing. The first theme is about the centralization techniques. The participants have responded that centralization techniques include the student-centered discussion. This is the deep-thinking engagement with students that increases comprehension, speaking and listening skills. The making connection is an essential teaching method of helping students. This is focused on the setting of goals. The increased autonomy is improving classroom independence. This is allowed to pick personal interests and explore choices within the framework of 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 pleasure. This is making learners concentrate on learning reading, and writing.

The participants have told 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.*

The findings are supported by Galway and Wiens [2013] and Welikala, Lin, and Antsaklis [2022] 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 learning journey. Centralized techniques are developed to execute in a compositional manner.

The second theme is about the centralization approach. The participants have responded that centralize approach includes the top management. This is taking important decision related to the organization of teachers and listening to queries for betterment of the task and job. The decision-making autonomy is the power of the top management. This is following the protocol of decision-making that the rest of the members shall follow. The information flow is the process of information from upper level down to lower level. This is implementation in the entire organization. The long-range decision is the pronouncement of the upper level. This is the protocol that the lower level just follows with the approval of the majority. The decision suitability is the centralization of the small organization. This is taking time for the information from the upper-level to the lower-level members.

The participants have revealed *that the centralization approach is a general task to the group of providers that looks for the best strategy. This is the best things to do to have a uniformity of the work as well as for the uniqueness of the outputs.*

The findings are supported by Wankat & Oreovicz [2015] has stated that a good teacher is characterized by stimulating, clear, well-organized, warm, approachable, prepared, helpful, enthusiastic, and fair of corroboration with other teachers.

The third theme is about the experience in teaching English. The participants have responded that the experience in teaching English includes the influencing future that gives the needed skills to the student into the world of work and to succeed. This is providing the bigger opportunities. The building self-esteem is establishing the self-assurance. This is the aligning confidence in students to help drive into successful life. The creative work setting is the freedom to fix and arrange working environment. This is emulating positive feeling and create a pleasant learning environment. The everyday with difference and excitement is the experience with passion. This is working on different task with young minds and teach new things. The makes learning fun is getting the lesson in funnier and more enjoyable. This is giving new topic and application through actions and performance.

The participants have disclosed that *the learners are more excited to learn if the subject delivery is more enjoyable. The learnings are very exciting with mixed approach. This is igniting the learners to come to school and attend regularly. The style of teaching also varies the interest of the providers and the excitement of the learners. This is meeting the goal for a better class, a better school, and a better learning for the future.*

The findings are supported by Tang [2020] has stated that the positive learning in academic texts in English improves vocabulary and copes strategies in instruction.

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The fourth theme is about the experiences in preparing learning materials. The participants have responded that the preparing learning materials includes the meeting enlarges teaching force. This is the igniting the group of teachers in using a simplified material. The integrating communication technology is adapting gadget in teaching communication skills. This is the modern delivery of lesson. The modernization of teaching is new trend in delivery of learning. This is using the multimedia in providing instruction to the learners. The improved professional standard is fitting the average performance in teaching. This is the application of proper work ethics. The centered around self-directed learning is describing the process which individuals take the initiative with or without the help of others. This is diagnosing learning needs, formulating learning goals, identifying human and material resources, implementing appropriate learning strategies, and evaluating learning outcomes.

The participants have opened that *the preparation of learning of learning materials is needing an enough time. There is a need to focus and confine creativity. This is the maximum job of teachers for more meaningful atmosphere in teaching. The harmony in the selection of strategy is most effective way of providing knowledge to the learners.*

The findings are supported by Rahayuningsih [2016] has stated that there is a need to learn deeper the field. The constant communication with leader and fellow teachers is needed with the understanding in the level of knowledge and choosing a suitable media.

The fifth theme is about the feeling in preparing teaching materials. The participants have responded that the preparing teaching materials includes the feel at ease. This is helping the learners to feel comfort with the educational culture. The learning support is the increase significance of knowledge. This is allowing learners to explore independently in practicing acquired education. The lesson structure is the teaching and learning materials that add important structure to lesson planning and the delivery of instruction. This is guiding both the provider and the learner in giving valuable routine in the teaching and learning process. The differentiation of instruction is the tailoring of lessons and instruction to the different learning styles and capacities within the classroom. This is the learning materials includes worksheets, videos, group activity instructions that allows teachers to modify the best activities.

The participants have divulged that *the feeling in preparing learning materials is very relaxing. The preparation is easy for the teachers because of the delegated job. The teachers have its own assigned task to do in the implementation of the lesson. The harmony is work is smoothly done.*

The findings have supported by Tuimur & Chemwei [2015] have stated that the teachers are in-serviced on the teaching with adequately preparation. The teachers are encouraged to use the local environment to connect with reality. Instructional materials are varied and not limited to textbooks but with other multimedia.



**Table 1 - Centralization Teaching Experiences**

Theme	Core Ideas
1. Centralization Techniques	Student-centered discussion, making connections, increased autonomy, building relationship, literacy focus
2. Centralization Approach	Top management, decision-making authority, information flows, long ranges decision, decision suitability
3. Experience in teaching	Influencing future, building self-esteem, creative work setting, every day with difference and excitement, make learning fun
4. Experiences in Preparing	Meeting enlarges teaching force, integrating communication technology, modernization of teaching, improved professional standard, centered around self-directed learning
5. Feelings in Preparing	Feel at ease, related texts, learning support, lesson structure, differentiation of instruction

### Learning Delivery Benefits

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

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.*

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, 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 its 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 taken includes the communication effectiveness. This is the 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. 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 and brain.

The participants had told that *the insights taken from this endeavor is very relevant. This is a timely option for improving teaching and learning. This is about the increase of learnings and inspirations. The insight from the strategy is developing a 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; and prioritizing actions to improve outcome.

**Table 2 – Learning Delivery Benefits**

Themes	Core Ideas
1. Significance used	Least upper-level organization, control lower-level behavior, reduce standard procedure, increase function, constraint adoption of innovative ideas
2. Insights Taken	Communication effectiveness, follow passion, do best known, perceives real value, relative truth

### Centralization Approaches Needs

Table 3 presents the subtopic centralization approaches need with three themes includes issues encountered, issues addressed, and remedies used. The first 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 the social media in communication. This is limitation in the exploration of communication especially dealing with superior. The inflexible decision- making is allowing an approval to the nearest supervisor or head. This is making a 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 extends an empowerment and innovation. The focus vision is realizing the vision in centralize management. This is helping workforce understand and working for purposes.

The participants have disclosed that *the issues encountered are relevant to the strategy. This is common problem that are encountered. The remedy is the 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 disadvantage and advantage. It depends on how to use effective management in centralization opportunity to solve the hindering factors.

The second theme is about the issues addressed. The participants have responded that the issues addressed include focus. This is supporting the collaboration and understanding of roles and responsibilities. The consistency is the equipping with expectation and greater transparency. The optimization is the enable of continual improvement while prioritizing impacts for its growth and success. This is minimizing risk by preventing negative inaccuracies. The security is tracking easily for monitoring and controlling. This is mitigating the risk of mishandling of secured data. The saving is efficient and effective handling of resources. This is streamlined process of holding data for future use.

The participants have told *the issues addresses the concern for the endeavor. The tolerance is sustained, and the 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 an 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 also a worth of teacher's disciplinary climate that are independent with other modelling role of school evaluation, appraisal, and feedback.

The third theme is about the remedies used. The participants have responded that the remedies used includes the 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. The 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 out 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.*

The findings are supported by Siggelkow & 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 and enabled by a different structure, leads to high performance.

**Table 3 – Centralization Approaches Needs**

Themes	Core Ideas
1.Issues Encountered	Stifle creativity, limited communication, inflexible decision-making, delegated authority, focus vision
2.Issues addressed	Focus, consistency, optimization, security, savings
3.Remedies Used	Sustained leadership, ambitious standard, commitment equity, alignment, and coherent, effective use of resources

#### **IV. Conclusion**

The study focuses on the experiences teaching English adapting the centralization approach. This is so amazing that creates avenue for unification, cooperation, and camaraderie. There are lessons that brings into goodwill. The study reveals the three subtopics with ten themes. These includes the centralization teaching experiences, learning delivery benefits and centralization approaches need. The ten themes include centralization techniques, centralization approach, experiences in teaching, experiences in preparing and feeling in preparing for theme 1; significance used, and insights taken for theme 2 and issues encountered, issues addressed, and remedies used for theme 3.

#### **V. Recommendations**

Based on the conclusion, this study recommends the following: sustain the preparation of instructional materials; sponsor in material procurement and develop partnership with stakeholders for supports services; promote camaraderie and solidarity with colleagues.

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