

# Teacher's Classroom Management Strategies for Effective Student Engagement: Problems and Interventions

Joel G. Jumao-as

Student  
Medina College  
Philippines

## Abstract

Effective classroom management is essential to ensuring student engagement, discipline, and academic success. This study investigated the classroom management strategies employed by teachers in the Sulangon District, Division of Dapitan City, during the School Year 2021–2022, and identified the challenges they encounter in practice. Using a descriptive research design and a validated questionnaire-checklist, the study examined four key areas: planning, communication, decision-making, and problem-solving. Results from 105 teacher-respondents revealed that these management practices were “almost always practiced,” with decision-making and problem-solving emerging as the most frequently applied. Despite this, teachers reported significant problems related to inadequate instructional materials, poor infrastructure, lack of financial resources, and issues in pupil development. A comparative analysis showed a significant difference in perception between teachers and administrators, with teachers expressing higher levels of concern. Furthermore, a significant relationship was found between the extent of classroom management practices and the seriousness of problems faced—teachers who consistently applied effective strategies encountered fewer challenges. These findings highlight a clear need for stronger institutional support, collaborative planning, and differentiated professional development. While teachers demonstrate a high level of commitment to classroom management, their efforts are constrained by systemic issues that limit their effectiveness. Addressing these challenges through targeted interventions can bridge perception gaps between teachers and administrators and improve the overall quality of teaching and learning.

**Keywords:** Classroom Management, Teacher Strategies, Student Engagement, Instructional Resources, Educational Challenges, Teacher Perceptions, Administrative Support.

## INTRODUCTION

Classroom management is a foundational element of effective teaching. It encompasses the strategies and techniques teachers use to create an environment conducive to learning. Among the many responsibilities educators face, managing classroom dynamics is a critical factor influencing student engagement, behavior, and academic achievement. Maintaining order, fostering respect, and promoting collaboration are all essential components that support meaningful teaching and learning experiences.

One proven strategy for enhancing student engagement is incorporating interactive activities and discussions into daily lessons (Finn, Schrod, & Witt, 2018). These methods stimulate participation and critical thinking, making learning more dynamic and enjoyable (Kang, 2017). Real-world applications and connections to student interests further increase motivation and curiosity (Herrington & Parker, 2013). Moreover, cultivating positive relationships with students builds a supportive and inclusive classroom atmosphere, where learners feel respected and valued (Cornelius-White, 2007). According to Hattie (2009), consistently adapting teaching methods and using diverse instructional approaches maximizes student achievement and classroom engagement.

Delivering quality education is a demanding task that depends heavily on a teacher's professional competence. True educational outcomes extend beyond foundational skills to include mental well-being, value formation, and inquiry-based thinking. Institutions play a vital role in developing effective teachers, and their reputation rests on the quality of educators they produce.

The primary goal of this study is to examine the impact of various classroom management approaches on student behavior and academic performance. By analyzing data from surveys and classroom observations, the study aims to identify best practices that foster positive learning environments. Understanding the link between management strategies and student engagement is essential to improving instructional outcomes. Additionally, exploring the challenges teachers face in implementing these strategies provides insights that can inform teacher training and support systems. The findings are expected to guide educators, school leaders, and policymakers in enhancing classroom practices and promoting student success.

## **METHODS**

### **Research Design**

This study employed the descriptive method of research, which aims to observe, describe, and interpret existing conditions and practices. As defined by Best (1981), descriptive research is concerned with "what is," focusing on the current status of the subject. In this study, the descriptive method was used to examine classroom management practices, challenges, and needs as perceived by teachers in the Sulangon District during the first semester of the 2021–2022 school year. Data were gathered using a structured questionnaire-checklist, which served as the primary instrument

### **Research Setting**

The study was conducted in the Sulangon District of Dapitan City, Zamboanga del Norte. This location was selected due to its diverse educational environment, encompassing urban, suburban, and rural schools with varying resources and student populations. Such diversity provides a rich context for analyzing classroom management strategies. Despite facing infrastructure limitations, the district presents a unique opportunity to explore innovative approaches that promote student engagement. Moreover, the cultural context of Dapitan City highlights the importance of adapting classroom practices to align with local values and traditions.

### **Research Respondents**

The respondents consisted of all 105 classroom teachers officially assigned to the Sulangon District. As a complete enumeration, this group represents the entire population of teachers within the district, falling under the jurisdiction of the Division of Dapitan City.

### **Research Instrument**

This study used a questionnaire-checklist to assess the classroom management practices, problems, and needs of teachers in the Sulangon District. The initial draft was reviewed by the research adviser, and suggested revisions were made to improve clarity and effectiveness. The revised instrument was pilot-tested with ten elementary teachers not included in the actual study, confirming its clarity and ease of use. Further refinements were made based on feedback from the research and examining committee. After final approval, clean copies were reproduced, with all misprints excluded. The researcher personally scored the completed questionnaires to maintain objectivity. Responses were grouped and tallied by school, then submitted to a statistician for analysis. A five-point Likert Scale was used for interpretation. For management practices: 4.50–5.00 meant Always Practiced, 3.50–4.49 Almost Always Practiced, 2.50–3.49 Sometimes Practiced, 1.50–2.49 Seldom Practiced, and 1.00–1.49 Not Practiced. For problems and needs: 4.50–5.00 indicated Very Serious, 3.50–4.49 Serious, 2.50–3.49 Less Serious, 1.50–2.49 Slightly Serious, and 1.00–1.49 Not Serious.

### **Data Gathering Procedure**

Prior to data collection, the researcher obtained formal approval to conduct the study from relevant school authorities. The questionnaire-checklists were distributed in person to both teachers and school administrators. Support from the Principal In-Charge and school heads ensured a smooth and organized process. Respondents were encouraged to answer all questions honestly and completely to ensure accuracy and reliability.

## Ethical Considerations

Ethical standards were carefully observed. Participants were informed of the study's purpose, assured of confidentiality, and asked to provide informed consent. Data were anonymized and securely stored. The research was designed to minimize harm and avoid any misrepresentation of findings. Objectivity and transparency were maintained throughout the process.

## Statistical Analysis

Various statistical tools were used to analyze the collected data. The weighted mean was employed to measure the extent of classroom practices, problems, and needs. T-tests were used to determine significant differences in perceptions between teachers and administrators, and chi-square analysis was used to examine relationships between variables such as educational qualifications and teaching experience. These techniques ensured meaningful and accurate interpretation of the data.

## RESULTS AND DISCUSSION

**Table 1 - Educational Qualifications of Respondents**

Educational Qualification	Frequency	Percent
Bachelor Degree	46	43.80
BS with Ma Units	48	45.70
Master's Degree	8	7.61
MA with Doctoral Units	3	2.85
Total	105	100%

Table 1 presents the educational qualifications of the respondents. The distribution reveals that the majority possess graduate-level education, indicating that the teaching force is academically equipped to meet the demands of modern classroom management. This generally suggests that the respondents' academic backgrounds may positively influence their pedagogical understanding and classroom practices. Among the categories, the highest percentage was recorded for respondents with a BS and MA units (45.70%), closely followed by those with a Bachelor's Degree (43.80%). A smaller proportion had completed a Master's Degree (7.61%), while the lowest percentage was noted for those with MA and Doctoral units (2.85%). These figures demonstrate a well-distributed academic profile, with most teachers either holding or actively pursuing graduate education. Even the smallest group reflects a positive trend toward advanced learning, signaling professional growth and a strong commitment to continuous development. This finding aligns with Hanus and Fox (2015), who emphasize that higher educational attainment enhances a teacher's ability to implement effective classroom strategies. Similarly, Inan and Lowther (2010) recommend that professional development programs should be tailored to match the diverse academic qualifications of educators. The significant number of respondents with ongoing or completed graduate studies underscores the need for differentiated and level-appropriate training opportunities to further strengthen classroom management competencies.

**Table 2 - Profile of the Respondents in Terms of Teaching Experience**

Teaching Experience	Frequency	Percent
7 years and below	55	52.30
8-14 years	29	27.60
15-21 years	13	12.30
22-29 years	6	5.71
30 years and over	2	1.90
Total	105	100%

Table 2 outlines the respondents' teaching experience. The data show that a significant portion of the teaching force comprises early-career educators, with more than half having relatively limited classroom experience. This overall profile suggests a pressing need for targeted support and professional development programs aimed at strengthening foundational teaching skills and classroom management strategies. The highest percentage was recorded among respondents with 7 years or less of teaching experience (52.30%), indicating that many are still in the early stages of their professional journey. This group is followed by those with 8–14

years (27.60%), 15–21 years (12.30%), 22–29 years (5.71%), and the smallest percentage represented by respondents with 30 years or more (1.90%). While the majority are early-career teachers, the presence of more experienced educators offers valuable opportunities for mentorship and collaborative professional growth within the school community. These findings align with Smith (2021), who emphasized that novice teachers often face challenges in establishing classroom structure, maintaining discipline, and promoting student engagement. As such, professional development initiatives focusing on behavior management, creating a positive classroom climate, and implementing learner-centered strategies are particularly crucial for this group. Tailored training designed to meet the specific needs of early-career teachers can significantly improve their confidence, competence, and instructional quality.

**Table 3 - Classroom Management Practices of Teachers in Planning as Perceived by the Themselves**

Items	AWV	X%	QR	R
1. Initiates and create situation fulfilling functions of responsibilities.	4.19	83.80	AAP	2
2. Formulates and communicates plans for proper implementation.	4.17	83.40	AAP	3
3. Leads the group to define objective through a process of setting goals.	3.97	79.40	AAP	5
4. Deliberates and analyze alternatives.	4.03	80.60	AAP	4
5. Adapts participation and consultation planning to all the members of the organization.	4.30	86.00	AP	1
Weighted Mean	4.132	82.64	AAP	

**Legend:** 5 – 4.21-5.00 (always practiced); 4 – 3.41-4.20 (almost always practiced); 3 – 2.61-3.40 (sometimes practiced); 2 – 1.81-2.60 (seldom practiced); 1 – 1.00-1.80 (not practiced)

N = number of cases; AWV = Average Weighted Value; X% = Mean Percentage; QR= Qualitative Rating; R= Rank

Table 3 highlights the classroom management practices of teachers in planning as perceived by themselves. The overall weighted mean is 4.132, with a corresponding mean percentage of 82.64 and a qualitative rating of “Almost Always Practiced.” This suggests that teachers in the Sulangon district consistently apply planning strategies in managing their classrooms, reflecting a high level of preparedness, participation, and goal setting in their teaching practice. Among the indicators, the highest-rated item is “Adapts participation and consultation planning to all the members of the organization” with a weighted mean of 4.30, interpreted as “Always Practiced.” This emphasizes the teachers’ strong inclination toward inclusive and consultative planning processes. The second highest is “Initiates and create situation fulfilling functions of responsibilities” (4.19), followed by “Formulates and communicates plans for proper implementation” (4.17), “Deliberates and analyze alternatives” (4.03), and the lowest-rated indicator is “Leads the group to define objective through a process of setting goals” with a mean of 3.97. Although this ranks lowest, it still falls under “Almost Always Practiced,” indicating a consistently high application across all planning-related practices. These findings are aligned with Marzano (2020), who emphasized the foundational role of structured teacher strategies in establishing effective classroom management. The emphasis on participation, analysis, and inclusive goal-setting reflects the recommendations of Emmer and Stough (2020), who advocate for strategic and flexible planning to improve student engagement. Similarly, Hattie (2020) underscored the positive impact of intentional planning on student achievement, supporting the teachers’ practice of clearly setting objectives and evaluating alternatives. Lastly, Evertson and Weinstein (2016) affirm the importance of comprehensive planning and organization, validating the Sulangon district teachers’ consistent efforts in preparing and structuring classroom activities for better outcomes.

**Table 4 - Classroom Management Practices of Teachers in Communicating as Perceived by Themselves**

Items	AWV	X%	QR	R
1. Speaks fluently in English and communicates clearly and adequately.	3.85	77.00	AAP	5
2. Possess the skills in oral and written communication.	4.06	81.20	AAP	4
3. Gives specific instructions adequately.	4.25	85.00	AP	2
4. Maintains an adequate and systematic style or procedure in communication.	4.09	81.80	AAP	3
5. Guides and motivates pupils in their functions and responsibilities.	4.41	88.20	AP	1
Weighted Mean	4.132	82.64	AAP	

**Legend:** 5 – 4.21-5.00 (always practiced); 4 – 3.41-4.20 (almost always practiced); 3 – 2.61-3.40 (sometimes practiced); 2 – 1.81-2.60 (seldom practiced); 1 – 1.00-1.80 (not practiced)

N = number of cases; AWV = Average Weighted Value; X% = Mean Percentage; QR= Qualitative Rating; R= Rank

Table 4 demonstrates the classroom management practices of teachers in communicating as perceived by themselves. The data reveal that teachers in the Sulangon district generally demonstrate strong communication practices, with an overall weighted mean of 4.132 and a mean percentage of 82.64, corresponding to the qualitative rating “Almost Always Practiced.” This suggests that communication is a consistently applied aspect of classroom management, reflecting the teachers’ commitment to clarity, structure, and learner engagement through effective verbal and written interactions. Among the indicators, the highest-rated item is “Guides and motivates pupils in their functions and responsibilities” with a mean of 4.41, interpreted as “Always Practiced,” highlighting the teachers’ proactive efforts in motivating and directing students. This is followed by “Gives specific instructions adequately” (4.25), also under “Always Practiced,” indicating a strong focus on clear task execution. The remaining indicators include “Maintains an adequate and systematic style or procedure in communication” (4.09), “Possess the skills in oral and written communication” (4.06), and “Speaks fluently in English and communicates clearly and adequately” (3.85), which, although ranked lowest, still falls within the “Almost Always Practiced” range—reflecting a positive level of communication proficiency across all areas. Hattie (2020) emphasized that effective teacher communication enhances instructional delivery and student engagement. The Sulangon teachers’ strong communication practices suggest a well-grounded approach to fostering understanding, maintaining classroom order, and supporting student success through clear and consistent messaging.

**Table 5 - Classroom Management Practices of Teachers in Decision Making as Perceived by Themselves**

Items	AWV	X%	QR	R
1. Evaluates and analyzed alternatives, and solutions of problems and consequences before making decision.	3.84	76.80	AAP	5
2. Encourage all members of the organization to share and participate in the decision-making.	4.27	85.40	AP	3.5
3. Initiates and takes responsibilities for the decision being made.	4.27	85.40	AP	3.5
4. Provide leadership in carrying out plans for decision-making.	4.27	85.40	AP	3.5
5. Interprets suggestions and opinions from the members.	4.27	85.40	AP	3.5
Weighted Mean	4.184	83.68	AAP	

**Legend:** 5 – 4.21-5.00 (always practiced); 4 – 3.41-4.20 (almost always practiced); 3 – 2.61-3.40 (sometimes practiced); 2 – 1.81-2.60 (seldom practiced); 1 – 1.00-1.80 (not practiced)



N = number of cases; AWW = Average Weighted Value; X% = Mean Percentage; QR= Qualitative Rating; R= Rank

Table 5 presents the classroom management practices of teachers in decision-making as perceived by themselves. The results reveal a strong application of participatory and responsible decision-making processes, with an overall weighted mean of 4.184 and a mean percentage of 83.68. This is interpreted as “Almost Always Practiced,” suggesting that decision-making is a consistently applied component of classroom management among teachers in the Sulangon district. Among the indicators, the highest-rated items are “Encourage all members of the organization to share and participate in the decision-making,” “Initiates and takes responsibilities for the decision being made,” “Provide leadership in carrying out plans for decision-making,” and “Interprets suggestions and opinions from the members,” each receiving an equal mean of 4.27. These results emphasize a collaborative and accountable approach to decision-making. The lowest-rated item is “Evaluates and analyzed alternatives, and solutions of problems and consequences before making decision,” with a mean of 3.84, which still falls under “Almost Always Practiced,” indicating that reflective and analytical practices are also commonly observed among teachers, though slightly less emphasized than collaboration and leadership. These findings are supported by the study of Leithwood and Sun (2012), who highlighted that effective classroom decision-making relies on shared responsibility, reflection, and inclusive leadership. The Sulangon teachers’ emphasis on participatory decision-making and accountability reinforces the idea that inclusive processes contribute to more effective and responsive classroom environments.

**Table 6 - Classroom Management Practices of Teachers in Problem - Solving as Perceived by Themselves**

Items	AWV	X%	QR	R
1. Analyzes problem consequences.	4.18	83.60	AAP	2
2. Establishes priorities.	4.00	80.00	AAP	5
3. Determines the causes of problems existing in the organization.	4.14	82.80	AAP	4
4. Identifies the problem with probable solutions that needs immediate action.	4.19	83.80	AAP	1
5. Accepts and implement functions and responsibilities in times of difficulties and failures.	4.17	83.40	AAP	3
Weighted Mean	4.136	82.72	AAP	

**Legend:** 5 – 4.21-5.00 (always practiced); 4 – 3.41-4.20 (almost always practiced); 3 – 2.61-3.40 (sometimes practiced); 2 – 1.81-2.60 (seldom practiced); 1 – 1.00-1.80 (not practiced)

N = number of cases; AWW = Average Weighted Value; X% = Mean Percentage; QR= Qualitative Rating; R= Rank

Table 6 outlines the classroom management practices of teachers in problem-solving as perceived by themselves. The overall weighted mean is 4.136, with a mean percentage of 82.72 and a qualitative rating of “Almost Always Practiced.” This indicates that problem-solving is consistently integrated into teachers’ classroom management strategies, reflecting their ability to respond to challenges with thoughtful and structured actions. Among the indicators, the highest-rated item is “Identifies the problem with probable solutions that needs immediate action” with a mean of 4.19, demonstrating teachers’ responsiveness in addressing classroom issues promptly. This is followed by “Analyzes problem consequences” (4.18), “Accepts and implement functions and responsibilities in times of difficulties and failures” (4.17), “Determines the causes of problems existing in the organization” (4.14), and “Establishes priorities” (4.00), which ranked lowest. Despite being the lowest, all indicators fall within the “Almost Always Practiced” range, indicating consistent application of problem-solving practices among the teachers. These findings are supported by Ojo, Adebayo, and Zawacki-Richter (2021), who emphasized that the ability to manage challenges effectively—through prioritization, analysis, and proactive solutions—is vital in maintaining stability in educational environments. The Sulangon teachers’ commitment to identifying problems, accepting

responsibilities, and acting quickly to resolve issues reflects the kind of responsive and well-supported management that contributes to overall classroom well-being and productivity.

**Table 7 - Problems and Needs of Teachers in Financing and Support as Perceived by Themselves**

Items	AWV	X%	QR	R
1. Lacks of involvement in the preparation of the budget.	3.51	70.20	S	4.5
2. Lacks the budgeting allocation to support the project.	3.72	74.40	S	3
3. Lacks of linkage and partnership with the funding agencies and other NGO's.	3.51	70.20	S	4.5
4. No funds available to finance the project.	3.85	77.00	S	2
5. Slow procurement of the needed books, materials and equipment.	3.92	78.40	S	1
Weighted Mean	3.70	74.04	S	

**Legend:** 5 – 4.21 – 5.00 (very serious); 4 – 3.41-4.20 (serious); 3 – 2.61-3.40 (less serious); 2 – 1.81-2.60 (slightly serious); 1 – 1.00-1.80 (not serious)

N = number of cases; AWV = Average Weighted Value; X% = Mean Percentage; QR = Qualitative Rating; R = Rank

Table 7 highlights the problems and needs of teachers in terms of financing and support, as perceived by themselves. The overall weighted mean is 3.70 corresponding to a mean percentage of 74.04%, and interpreted as “Serious.” This indicates that financial support and access to resources are substantial concerns among teachers, potentially impeding the effective implementation of educational programs and the delivery of quality instruction. The most serious problem identified is “Slow procurement of needed books, materials, and equipment,” with the highest mean of 3.92, suggesting that delays in acquiring essential teaching tools significantly hinder classroom operations and preparation. This is followed by “No funds available to finance the project” (M = 3.85) and “Lack of budget allocation to support the project” (M = 3.72). On the other hand, the lowest-rated but still serious concerns are “Lack of involvement in the preparation of the budget” and “Lack of linkage and partnership with funding agencies and NGOs,” both scoring 3.51. Although ranked lowest, these still fall within the “Serious” range, indicating a need for improved teacher participation in financial planning and stronger collaborations with external support organizations. These findings are consistent with the 2018–2021 Teacher Task Force report, which emphasizes the urgent need for increased investment in teachers. The report highlights how inadequate financial support contributes to teacher shortages and decreased retention. It calls for systemic changes in funding and professional development to better equip educators and ensure high-quality education globally (International Task Force on Teachers for Education, 2022). Thus, the issues presented in this table affirm the critical importance of addressing the financial and resource needs of teachers.

**Table 8 - Problems and Needs of Teachers in School Plant and Facilities as Perceived by Themselves**

Items	AWV	X%	QR	R
1. Presence of dilapidated building and rooms.	3.76	75.20	S	2.5
2. Lacks of rooms and buildings that could accommodate the pupils.	3.76	75.20	S	2.5
3. Administrators have little interest in improving facilities.	3.28	65.60	S	5
4. Lack of facilities and equipment.	3.92	78.40	S	1
5. School plant and facilities are destroyed by the surrounding occupants.	3.73	74.60	S	4
Weighted Mean	3.69	73.80	S	

**Legend:** 5 – 4.21 – 5.00 (very serious); 4 – 3.41-4.20 (serious); 3 – 2.61-3.40 (less serious); 2 – 1.81-2.60 (slightly serious); 1 – 1.00-1.80 (not serious)

N = number of cases; AWV = Average Weighted Value; X% = Mean Percentage; QR = Qualitative Rating; R = Rank

Table 8 demonstrates the problems and needs of teachers in relation to school plant and facilities. The overall weighted mean is 3.69, with a mean percentage of 73.80%, interpreted as “Serious.” This indicates that teachers experience notable challenges with regard to the condition and availability of school facilities, which may affect the overall quality of instruction and student learning. The highest-rated concern is the “Lack of facilities and equipment,” which garnered a mean of 3.92, falling under the “Serious” category. This highlights the pressing need for adequate physical resources to support effective teaching. Following this are the “Presence of dilapidated buildings and rooms” and the “Lack of rooms and buildings that could accommodate the pupils,” both with a mean of 3.76, also interpreted as “Serious,” emphasizing concerns about the safety and capacity of existing structures. The lowest-rated item is “Administrators have little interest in improving facilities,” with a mean of 3.28, which is categorized as “Less Serious.” Despite its lower rating, it still reflects a perceived gap in leadership attention to infrastructure improvements. These findings are supported by the study of Earthman (2018), which concluded that the state of school facilities significantly influences both teaching performance and student outcomes. A lack of sufficient infrastructure not only hampers instructional delivery but also lowers teacher morale. Thus, addressing these facility-related concerns remains essential for fostering a supportive educational environment.

**Table 9** - The Extent of Problems and Needs of Teachers in Terms of Books and Instructional Materials as Perceived the Themselves

Items	AWV	X%	QR	R
1. Lacks of teaching aids and instructional materials.	3.61	72.20	S	5
2. Lacks of textbooks and teacher's manual.	3.98	79.60	S	2
3. Rooms are not safe to keep important materials.	3.67	73.40	S	4
4. Inadequate office supplies.	4.01	80.20	S	1
5. Books have not been changed.	3.68	73.60	S	3
Weighted Mean	3.79	75.80	S	

**Legend:** 5 – 4.21 – 5.00 (very serious); 4 – 3.41-4.20 (serious); 3 – 2.61-3.40 (less serious); 2 – 1.81-2.60 (slightly serious); 1 – 1.00-1.80 (not serious)

N = number of cases; AWV = Average Weighted Value; X% = Mean Percentage; QR = Qualitative Rating; R = Rank

Table 9 presents the extent of problems and needs of teachers in terms of books and instructional materials as perceived by themselves. The overall weighted mean is 3.79, with a mean percentage of 75.80%, interpreted as “Serious.” This suggests that teachers encounter substantial challenges related to the availability, quality, and security of instructional resources, which may hinder the effectiveness of teaching and learning processes. The highest-rated concern is “Inadequate office supplies,” with a mean of 4.01, indicating a strong need for basic materials necessary for instructional planning and classroom management. Closely following is “Lacks of textbooks and teacher’s manual,” which obtained a mean of 3.98, emphasizing the importance of providing up-to-date and adequate references to support teaching. The indicator “Books have not been changed” received a mean of 3.68, reflecting concern over outdated content that may no longer align with current curricula. “Rooms are not safe to keep important materials” was rated at 3.67, suggesting issues with storage security and the risk of damage or loss of instructional tools. Lastly, “Lacks of teaching aids and instructional materials” had the lowest mean of 3.61. Although it is the lowest, it still falls under the “Serious” category, underscoring that all listed issues are valid and present real challenges for teachers. Piper et al. (2018) found that limited access to updated and complete instructional materials significantly affects teaching quality and student learning outcomes. Ensuring the availability of textbooks, teacher manuals, supplies, and secure storage facilities plays a vital role in enhancing educational delivery. The results emphasize the need for strengthened support systems and resource allocation to address these instructional material-related concerns effectively.



**Table 10 - Problems and Needs of Teachers in Pupil Development as Perceived by Themselves**

Items	AWV	X%	QR	R
1. Lack of discipline and poor behavior of pupils.	3.25	65.00	S	5
2. Pupils do not have a good study habits.	3.72	74.40	S	2
3. Pupils lack interest in their studies.	3.53	70.60	S	4
4. Pupils have poor influences and environment.	3.70	74.00	S	3
5. Lack of facilities and equipments for student development.	3.92	78.40	S	1
Weighted Mean	3.624	72.48	S	

**Legend:** 5 – 4.21 – 5.00 (very serious); 4 – 3.41-4.20 (serious); 3 – 2.61-3.40 (less serious); 2 – 1.81-2.60 (slightly serious); 1 – 1.00-1.80 (not serious)

N = number of cases; AWV = Average Weighted Value; X% = Mean Percentage; QR = Qualitative Rating; R = Rank

Table 10 outlines the problems and needs of teachers in relation to pupil development as perceived by themselves. The overall weighted mean is 3.62, with a mean percentage of 72.48%, interpreted as “Serious.” This suggests that teachers face notable challenges in promoting pupil growth, particularly in areas related to discipline, motivation, and access to developmental resources. The highest-rated concern is “Lack of facilities and equipment for student development,” with a mean of 3.92, falling under the “Serious” category and nearing the threshold of “Very Serious.” This reflects the strong need for adequate tools and spaces that support the holistic development of pupils. It is followed by “Pupils do not have good study habits,” with a mean of 3.72, indicating that many learners struggle with academic discipline and routine. The concern “Pupils have poor influences and environment” received a mean of 3.70, highlighting the impact of external factors such as home and community on students' behavior and performance. “Pupils lack interest in their studies” was rated 3.53, which also falls within the “Serious” range and emphasizes the need for more engaging and relevant learning experiences. The lowest-rated item is “Lack of discipline and poor behavior of pupils,” with a mean of 3.25, categorized as “Less Serious.” While it ranks lowest, it still represents a valid concern, suggesting that behavioral challenges persist in classrooms, though to a slightly lesser degree than other issues. These findings are supported by Epstein (2018) who emphasized that pupil development is influenced not only by instructional quality but also by the availability of support systems and developmental resources. Improving student behavior, motivation, and learning environment requires a collaborative effort between schools, families, and communities. The current data affirms the need to address both material and behavioral aspects of pupil development to foster a more supportive and effective learning experience.

**Table 11 - Summary Table Showing the Problems and Needs of Classroom**

Items	AWV	X%	QR	R
Classroom Practices				
Planning	4.132	82.64	AAP	3.5
Communicating	4.132	82.64	AAP	3.5
Decision- Making	4.184	83.68	AAP	1
Problem- Solving	4.136	82.72	AAP	2
Problems and Needs				
Financing and Support	3.702	74.04	S	2
School Plant and Facilities	3.690	73.80	S	3
Books and Instructional Materials	3.790	75.80	S	1
Pupil Development	3.624	72.48	S	4

Over-all Mean	3.924	78.48	S	
---------------	-------	-------	---	--

**Legend:** 5 – 4.21-5.00 (Always practiced / very serious); 4 – 3.41-4.20 (Almost always practiced / serious); 3 – 2.61-3.40 (Sometimes practiced / less serious); 2 – 1.81-2.60 (Seldom practiced / slightly serious); 1 – 1.00-1.80 (Not practiced / not serious)

N = number of cases; AWV = Average Weighted Value; X% = Mean Percentage; QR = Qualitative Rating  
R = Rank

Table 11 highlights the summary of classroom-related concerns as perceived by the teachers, covering both classroom practices and the problems and needs encountered in different areas. The overall mean is 3.924, with a mean percentage of 78.48%, interpreted as “Serious.” This suggests that while teachers consistently implement core classroom practices, they still face significant challenges, particularly in instructional support and pupil development. Among the classroom practices, “Problem-Solving” garnered the highest mean of 4.184, followed by “Decision-Making” at 4.136, “Planning” at 4.132, and “Communicating” also at 4.132. All items fall under the “Almost Always Practiced” category, indicating that these foundational teaching behaviors are well-integrated into teachers' routines and are consistently applied in classroom management and instruction. On the other hand, when it comes to problems and needs, the highest concern was in “Books and Instructional Materials,” with a mean of 3.790, showing the “Serious” need for adequate and updated learning resources. This is followed by “Financing and Support” with a mean of 3.702, “School Plant and Facilities” at 3.690, and “Pupil Development” with the lowest mean of 3.624. Although “Pupil Development” received the lowest score, it still falls under the “Serious” category, indicating that all problem areas present real and relevant concerns for teachers. These findings are aligned with the study of Barrett et al. (2019), which emphasized that while teachers demonstrate strong classroom management and decision-making practices, they remain constrained by external issues such as resource shortages, lack of infrastructure, and behavioral challenges among students. The results suggest that for classroom practices to be more effective, support systems and educational provisions must be enhanced to address the broader context in which teaching and learning take place.

**Table 12 - Administrators' Perception on Classroom Practices in Planning as Perceived by Themselves**

Items	AWV	X%	QR	R
1. Initiates and create situation fulfilling functions of responsibilities.	3.55	71.00	AAP	2
2. Formulates and communicates plans for proper implementation.	3.54	70.80	AAP	3
3. Leads the group to define objective through a process of setting goals.	3.58	71.60	AAP	1
4. Deliberates and analyze alternatives.	3.44	68.80	AAP	5
5. Adapts participation and consultation planning to all the members of the organization.	3.50	70.00	AAP	4
Weighted Mean	3.522	70.44	AAP	

**Legend:** 5 – 4.21-5.00 (always practiced); 4 – 3.41-4.20 (almost always practiced); 3 – 2.61-3.40 (sometimes practiced); 2 – 1.81-2.60 (seldom practiced); 1 – 1.00-1.80 (not practiced)

N = number of cases; AWV = Average Weighted Value; X% = Mean Percentage; QR = Qualitative Rating;  
R = Rank

Table 12 demonstrates the administrators' perception of classroom practices in planning as perceived by themselves. The overall weighted mean is 3.522, with a mean percentage of 70.44%, interpreted as “Almost Always Practiced.” This indicates that administrators are generally consistent in carrying out planning-related responsibilities, reflecting a proactive approach to setting directions and managing school activities. The highest-rated item is “Leads the group to define objectives through a process of setting goals,” which obtained a mean of 3.58. This highlights the administrators’ strong role in goal-setting and establishing direction for their teams. Following this is “Initiates and creates situations fulfilling functions of responsibilities,” with a

mean of 3.55, and “Formulates and communicates plans for proper implementation,” with a mean of 3.54, both reinforcing their active participation in developing and sharing actionable plans. “Adapts participation and consultation planning to all the members of the organization” ranked fourth with a mean of 3.50, suggesting administrators’ effort in engaging members in collaborative planning. The lowest-rated item is “Deliberates and analyzes alternatives,” with a mean of 3.44. While it ranks the lowest, it still falls under the “Almost Always Practiced” category, showing that analytical decision-making is part of their planning process, though slightly less emphasized. These findings aligns with Petrie (2022) who emphasize that effective school planning depends on the ability of leaders to set goals, communicate plans clearly, and involve stakeholders in the process. The consistent practice of these planning behaviors by administrators suggests a well-structured leadership approach, which is essential for achieving school objectives and fostering a collaborative school culture.

**Table 13 - Administrators' Perception on Classroom Practices in Communication**

Items	AWV	X%	QR	R
1. Speaks fluently in English and communicates clearly and adequately.	3.66	73.20	AAP	4
2. Possess the skills in oral and written communication.	3.63	72.60	AAP	5
3. Gives specific instructions adequately.	4.01	80.20	AAP	2
4. Maintains an adequate and systematic style or procedure in communication.	3.69	73.80	AAP	3
5. Guides and motivates pupils in their functions and responsibilities.	4.15	83.00	AAP	1
Weighted Mean	3.828	76.56	AAP	

**Legend:** 5 – 4.21-5.00 (always practiced); 4 – 3.41-4.20 (almost always practiced); 3 – 2.61-3.40 (sometimes practiced); 2 – 1.81-2.60 (seldom practiced); 1 – 1.00-1.80 (not practiced)

N = number of cases; AWV = Average Weighted Value; X% = Mean Percentage; QR= Qualitative Rating; R= Rank

Table 13 presents the administrators’ perception of classroom practices in communication as perceived by themselves. The overall weighted mean is 3.828, with a mean percentage of 76.56%, interpreted as “Almost Always Practiced.” This indicates that communication practices are consistently implemented by administrators, supporting effective information flow and interaction within the school setting. The highest-rated item is “Guides and motivates pupils in their functions and responsibilities,” with a mean of 4.15, suggesting that administrators prioritize motivational communication to foster student engagement and accountability. This is followed by “Gives specific instructions adequately,” which received a mean of 4.01, emphasizing the importance of clarity and precision in administrative directives. “Maintains an adequate and systematic style or procedure in communication” was rated at 3.69, while “Speaks fluently in English and communicates clearly and adequately” received a mean of 3.66, both reflecting a generally strong but slightly lower emphasis on formal communication approaches. The lowest-rated item is “Possess the skills in oral and written communication,” with a mean of 3.63. Although it ranks last, it still falls within the “Almost Always Practiced” category, indicating that administrators still recognize and apply these essential communication skills. Fullan (2018) highlight that school leaders who maintain strong communication practices—both verbal and written—are more effective in managing personnel, clarifying expectations, and motivating both staff and students. The data emphasizes the role of clear and motivational communication as a critical leadership competency in fostering productive learning environments.

**Table 14 - Administrators' Perception on Classroom Practices in Decision-Making**

Items	AWV	X%	QR	R
1. Evaluates and analyzed alternatives solutions and problem consequences before making decision.	3.20	64.00	SP	3
2. Encourage any members of the organization to share and participate in the decision-making.	3.33	66.60	SP	1

3. Initiates and takes responsibilities for the decision being made.	3.12	62.40	SP	5
4. Provide leadership in carrying out plans for decision-making.	3.18	63.60	SP	4
5. Interprets suggestions and opinions from the members.	3.27	65.40	SP	2
Weighted Mean	3.22	64.40	SP	

**Legend:** 5 – 4.21-5.00 (always practiced); 4 – 3.41-4.20 (almost always practiced); 3 – 2.61-3.40 (sometimes practiced); 2 – 1.81-2.60 (seldom practiced); 1 – 1.00-1.80 (not practiced)

N = number of cases; AWV = Average Weighted Value; X% = Mean Percentage; QR= Qualitative Rating; R= Rank

Table 14 highlights the administrators' perception of classroom practices in decision-making as perceived by themselves. The overall weighted mean is 3.22, with a mean percentage of 64.40%, interpreted as "Sometimes Practiced." This suggests that decision-making practices are moderately observed among administrators, indicating room for improvement in fostering participative and responsible decision-making processes within the school environment. The highest-rated item is "Encourage any members of the organization to share and participate in the decision-making," with a mean of 3.33, highlighting efforts to involve stakeholders in key decisions. This is followed by "Interprets suggestions and opinions from the members," which received a mean of 3.27, suggesting a willingness to consider others' input in the decision-making process. "Evaluates and analyzes alternative solutions and problem consequences before making a decision" was rated at 3.20, while "Provides leadership in carrying out plans for decision-making" received a mean of 3.18, both indicating that these practices are present but not consistently applied. The lowest-rated item is "Initiates and takes responsibilities for the decision being made," with a mean of 3.12, still within the "Sometimes Practiced" range, pointing to a need for stronger accountability in leadership decisions. These findings align with the study of Day et al. (2020), which emphasized that effective school leadership requires consistent and collaborative decision-making practices. When administrators lack confidence or consistency in decision-making, it can impact the implementation of policies and the achievement of organizational goals. The data underscores the importance of strengthening leadership training in decision-making to enhance participatory governance and ensure accountability in school operations.

**Table 15 - Administrators' Perception on Classroom Practices in Problem –Solving**

Items	AWV	X%	QR	R
1. Analyzes problem consequences.	3.43	68.60	AAP	5
2. Establishes priorities.	3.49	69.80	AAP	3
3. Determines the causes of problems existing in the organization.	4.00	80.00	AAP	2
4. Identifies the problem with probable solutions that needs immediate action.	4.02	80.40	AAP	1
5. Accepts and implement functions and responsibilities in times of difficulties and failures.	3.47	69.40	AAP	4
Weighted Mean	3.682	73.64	AAP	

**Legend:** 5 – 4.21-5.00 (always practiced); 4 – 3.41-4.20 (almost always practiced); 3 – 2.61-3.40 (sometimes practiced); 2 – 1.81-2.60 (seldom practiced); 1 – 1.00-1.80 (not practiced)

N = number of cases; AWV = Average Weighted Value; X% = Mean Percentage; QR= Qualitative Rating; R= Rank

Table 15 outlines the administrators' perception of classroom practices in problem-solving as perceived by themselves. The overall weighted mean is 3.682, with a mean percentage of 73.64%, interpreted as "Almost Always Practiced." This indicates that administrators regularly engage in problem-solving strategies, reflecting their active role in addressing issues and ensuring smooth school operations. The highest-rated item is "Identifies the problem with probable solutions that needs immediate action," with a mean of 4.02, suggesting that administrators prioritize urgent and actionable responses to school-related concerns. This is followed by "Determines the causes of problems existing in the organization," which received a mean of 4.00, highlighting a strong ability to diagnose root causes before proposing solutions. "Establishes priorities"



garnered a mean of 3.49, while “Accepts and implements functions and responsibilities in times of difficulties and failures” received 3.47. Both indicate consistent application of structured problem-solving approaches. The lowest-rated item is “Analyzes problem consequences,” with a mean of 3.43. Although it ranks last, it still falls under the “Almost Always Practiced” category, showing that analysis of outcomes remains a key but slightly less emphasized part of administrators’ problem-solving process. These findings are supported by the study of Günes (2022), which emphasized that the ability of school leaders to systematically identify, assess, and resolve problems contributes significantly to institutional effectiveness and staff morale. The results of this table underscore the value of reinforcing problem-solving competencies among administrators to sustain a responsive and adaptive educational environment.

**Table 16 - Administrators' Perception on Problems and Needs in Financing and Support**

Items	AWV	X%	QR	R
1. Lacks of involvement in the preparation of the budget.	3.06	61.20	S	5
2. Lacks the budgeting allocation to support the project.	3.14	62.80	S	2
3. Lacks of linkage and partnership with the funding agencies and other NGO's.	3.19	63.80	S	1
4. No funds available to finance the project.	3.07	61.40	S	4
5. Slow in the procurement of the needed books, materials and equipment.	3.11	62.20	S	3
Weighted Mean	3.114	62.28	S	

**Legend:** 5 – 4.21 – 5.00 (very serious); 4 – 3.41-4.20 (serious); 3 – 2.61-3.40 (less serious); 2 – 1.81-2.60 (slightly serious); 1 – 1.00-1.80 (not serious)

N = number of cases; AWV = Average Weighted Value; X% = Mean Percentage; QR = Qualitative Rating; R = Rank

Table 16 presents the administrators’ perception of problems and needs in financing and support. The overall weighted mean is 3.114, with a mean percentage of 62.28 percent, interpreted as “Less Serious.” This implies that while financial concerns exist within the school system, administrators do not perceive them as highly urgent, though they still acknowledge their impact on effective resource management. The highest-rated concern is “Lacks of linkage and partnership with the funding agencies and other NGOs,” with a mean of 3.19, indicating the importance of strengthening external collaborations to enhance financial capacity. This is followed by “Lacks the budgeting allocation to support the project,” with a mean of 3.14, and “Slow in the procurement of the needed books, materials and equipment,” with a mean of 3.11, both reflecting moderate challenges in fund allocation and timely resource acquisition. “No funds available to finance the project” was rated at 3.07, while the lowest-rated concern is “Lacks of involvement in the preparation of the budget,” with a mean of 3.06. Although the lowest, it remains within the “Less Serious” range, suggesting that administrators recognize the need for greater participatory budgeting practices. These results are consistent with the study by Tran and Do (2022, which emphasized that financial management issues, while not always viewed as critical, can limit a school’s capacity to innovate and expand if left unaddressed. The findings underline the importance of proactive financial planning, increased transparency, and external partnerships to strengthen support systems within educational institutions.

**Table 17 - Administrators' Perception on Problems and Needs in School Plant and Facilities**

Items	AWV	X%	QR	R
1. Presence of dilapidated building and rooms.	3.04	60.80	LS	4
2. Lacks of rooms and buildings that could accommodate the pupils.	3.02	60.40	LS	5
3. Administrators have little interest in improving facilities.	3.05	61.00	LS	3
4. Lack of facilities and equipments.	3.11	62.20	LS	2



5. School plant and facilities are destroyed by the surrounding occupants.	3.23	64.60	LS	1
Weighted Mean	3.09	61.80	LS	

**Legend:** 5 – 4.21 – 5.00 (very serious); 4 – 3.41-4.20 (serious); 3 – 2.61-3.40 (less serious); 2 – 1.81-2.60 (slightly serious); 1 – 1.00-1.80 (not serious)

N = number of cases; AWV = Average Weighted Value; X% = Mean Percentage; QR = Qualitative Rating; R = Rank

Table 17 demonstrates the administrators' perception of problems and needs in school plant and facilities. The overall weighted mean is 3.09, with a mean percentage of 61.80 percent, interpreted as "Less Serious." This indicates that while issues related to school infrastructure are recognized by administrators, they are viewed as moderate concerns rather than urgent problems. The highest-rated item is "School plant and facilities are destroyed by the surrounding occupants," with a mean of 3.23, highlighting the impact of external disturbances on maintaining a safe and functional learning environment. This is followed by "Lack of facilities and equipment," with a mean of 3.11, and "Administrators have little interest in improving facilities," with a mean of 3.05, both reflecting limited infrastructure and maintenance concerns that may affect school operations. "Presence of dilapidated building and rooms" received a mean of 3.04, while the lowest-rated item is "Lacks of rooms and buildings that could accommodate the pupils," with a mean of 3.02. Although all items fall under the "Less Serious" category, their consistent ratings suggest the need for long-term infrastructure planning and investment. These results are supported by the findings of Barrett et al. (2019), who noted that even when infrastructure issues are not perceived as urgent, they gradually affect school functionality, teacher satisfaction, and student outcomes if left unresolved. The data underscores the importance of maintaining and upgrading school facilities to support a safe and effective educational environment.

**Table 18 - Administrators' Perception on Problems and Needs in Books and Instructional Materials**

Items	AWV	X%	QR	R
1. Lacks of teaching aids and instructional materials.	3.12	62.40	LS	2
2. Lacks of textbooks and teacher's manual.	3.25	65.00	LS	1
3. Rooms are not safe to keep important materials.	3.00	60.00	LS	5
4. Inadequate office supplies.	3.11	62.20	LS	2
5. Books have not been changed.	3.04	60.80	LS	4
Weighted Mean	3.094	61.88	LS	

**Legend:** 5 – 4.21 – 5.00 (very serious); 4 – 3.41-4.20 (serious); 3 – 2.61-3.40 (less serious); 2 – 1.81-2.60 (slightly serious); 1 – 1.00-1.80 (not serious)

N = number of cases; AWV = Average Weighted Value; X% = Mean Percentage; QR = Qualitative Rating; R = Rank

Table 18 outlines the administrators' perception of problems and needs in books and instructional materials. The overall weighted mean is 3.094, with a mean percentage of 61.88 percent, interpreted as "Less Serious." This indicates that administrators acknowledge certain limitations in instructional resources, although they do not perceive them as critically affecting school operations. The highest-rated item is "Lacks of textbooks and teacher's manual," with a mean of 3.25, highlighting the need for updated and adequate reference materials to support teaching and learning. This is followed by "Lacks of teaching aids and instructional materials" and "Inadequate office supplies," both with means of 3.12 and 3.11, respectively, reflecting consistent concerns about the availability of essential classroom tools and supplies. "Books have not been changed" received a mean of 3.04, suggesting that some materials are outdated and in need of replacement. The lowest-rated item is "Rooms are not safe to keep important materials," with a mean of 3.00, indicating a relatively lower but still valid concern regarding storage security. All indicators fall within the "Less Serious" category, showing that while these issues are not deemed urgent, they still warrant attention. These findings align with the study

of Mupa and Chinooneka (2015), who emphasized that the continued use of outdated textbooks and lack of adequate instructional materials in many public and private schools hinder effective teaching. That even when such issues are not viewed as urgent by administrators, they gradually affect classroom performance and student learning outcomes. The results of this table suggest that consistent upgrading of instructional resources and secure storage facilities is necessary to support quality education.

**Table 19 - Administrators' Perception on Problems and Needs in Pupil Development**

Items	AWV	X%	QR	R
1. Lack of discipline and poor behavior of pupils.	3.00	60.00	LS	5
2. Pupils do not have a good study habits.	3.04	60.80	LS	2
3. Pupils lack of interest in their studies.	3.07	61.40	LS	1
4. Pupils have poor influences and environment.	3.01	60.20	LS	4
5. Lack of facilities and equipments for pupil development.	3.02	60.40	LS	3
Weighted Mean	3.028	60.56	LS	

**Legend:** 5 – 4.21 – 5.00 (very serious); 4 – 3.41-4.20 (serious); 3 – 2.61-3.40 (less serious); 2 – 1.81-2.60 (slightly serious); 1 – 1.00-1.80 (not serious)

N = number of cases; AWV = Average Weighted Value; X% = Mean Percentage; QR = Qualitative Rating; R = Rank

Table 19 highlights the administrators' perception of problems and needs in pupil development. The overall weighted mean is 3.028, with a mean percentage of 60.56 percent, interpreted as "Less Serious." This suggests that while there are observed challenges in pupil development, administrators do not view them as highly critical, though they still acknowledge their presence within the school setting. The highest-rated item is "Pupils lack of interest in their studies," with a mean of 3.07, indicating that lack of motivation is a prominent concern. This is followed by "Pupils do not have a good study habits," with a mean of 3.04, and "Lack of facilities and equipment for pupil development," rated at 3.02. "Pupils have poor influences and environment" received a mean of 3.01, while the lowest-rated concern is "Lack of discipline and poor behavior of pupils," with a mean of 3.00. Although all items fall under the "Less Serious" category, they collectively suggest the need for supportive programs that promote academic engagement, behavioral development, and conducive learning environments. Duckworth and Yeager (2017) highlight that student motivation, behavior, and environmental influences significantly affect learning outcomes and classroom dynamics. While these issues may not always appear urgent, early interventions in the form of guidance programs, enrichment activities, and community involvement are essential to strengthen pupil development and long-term academic success.

**Table 20 - Summary Table Showing the Perception of Administrators on Teachers' Classroom Practices, Problems and Needs**

Items	AWV	X%	QR	R
Classroom Practices				
Planning	3.522	70.44	AAP	3
Communicating	3.828	76.56	AAP	1
Decision- Making	3.220	64.40	SP	4
Problem- Solving	3.682	73.64	AAP	2
Problems and Needs				
Financing and Support	3.114	62.28	LS	1
School Plant and Facilities	3.090	61.80	LS	3
Books and Instructional Materials	3.094	61.88	LS	2
Pupil Development	3.028	60.56	LS	4

<b>Over-all Mean</b>	<b>3.322</b>	<b>66.44</b>	<b>SM</b>	
----------------------	--------------	--------------	-----------	--

**Legend:** 5 – 4.21-5.00 (Always practiced / very serious); 4 – 3.41-4.20 (Almost always practiced / serious); 3 – 2.61-3.40 (Sometimes practiced / less serious); 2 – 1.81-2.60 (Seldom practiced / slightly serious); 1 – 1.00-1.80 (Not practiced / not serious)

N = number of cases; AWW = Average Weighted Value; X% = Mean Percentage; QR = Qualitative Rating  
R = Rank

Table 20 outlines the summary of administrators' perception regarding teachers' classroom practices and the problems and needs they encounter. The overall weighted mean is 3.322, with a mean percentage of 66.44 percent, interpreted as "Sometimes Practiced / Less Serious." This indicates that while some classroom practices are regularly observed, certain areas—particularly decision-making and school-related challenges—require more focused attention and improvement. Among the classroom practices, "Communicating" received the highest mean of 3.828, indicating that administrators perceive teachers as effective in conveying ideas and instructions. This is followed by "Problem-Solving" with a mean of 3.682, "Planning" at 3.522, and "Decision-Making" with the lowest mean of 3.220. Although all are considered "Almost Always Practiced" or "Sometimes Practiced," the relatively lower score in decision-making suggests the need to enhance teacher involvement and confidence in making classroom-related decisions. For the problems and needs, "Financing and Support" recorded the highest concern with a mean of 3.114, followed closely by "Books and Instructional Materials" at 3.094, "School Plant and Facilities" at 3.090, and "Pupil Development" with the lowest mean of 3.028. All are rated as "Less Serious," implying that while these areas are not viewed as urgent, they still present consistent challenges that may affect teaching efficiency and student outcomes. Overall, the results suggest that while teachers demonstrate competence in key classroom practices such as communication and problem-solving, administrative support and resources remain areas for development. Improving decision-making engagement among teachers and addressing resource limitations can contribute to a more effective and responsive educational environment.

**Table 21** - Mean, standard deviation and t - Value on the Relationship on the Perception Between the Teacher and Administrator

Variables	Mean	Difference	Standard Deviation	Computed t-value	Critical t-value at .05	Interpretation
Teachers	3.924	.602	.227	4.325	2.145	Significant
Administrators	3.322		.29			

H<sub>01</sub>: There is no significant relationship between the perception of the teachers and administrators as the extent of teacher classroom practices, problems and needs.

Table 21 presents the comparison of perceptions between teachers and administrators regarding classroom practices, problems, and needs. The teachers' mean score is 3.924, while the administrators' mean is 3.322, showing a mean difference of 0.602. The computed t-value is 4.325, which exceeds the critical t-value of 2.145 at the 0.05 level of significance. This result leads to the rejection of the null hypothesis (H<sub>01</sub>), indicating that there is a significant difference between the perceptions of teachers and administrators. The findings suggest that teachers tend to rate classroom practices and related challenges more favorably or with greater urgency than administrators do. This discrepancy implies the presence of a perceptual gap, where teachers may feel more directly affected by classroom realities, while administrators may view these issues with a broader or more strategic perspective. Addressing this gap through collaborative planning, open communication, and shared decision-making may help align perceptions and promote more unified and effective school management.

**Table 22** - Contingency Table Showing the Relationship Between the Management Practices, Problems and Needs of Teachers

Variables	Always Applied	Almost Always Applied	Sometimes Applied	Total
Very Serious	13	16	7	36
Serious	10	45	10	65
Less Serious	5	9	5	16
Total	28	70	22	120

Df	Computed $\chi^2$ - Value	Critical $\chi^2$ – Value at .05	Interpretation
4	8.66	5.99	Significant

H<sub>02</sub>: There is no significant relationship between the teachers' educational qualifications and length of teaching experience and their perception on classroom management practices/problems and needs.

Table 22 presents a contingency table analyzing the relationship between the management practices, problems, and needs of teachers. The chi-square test reveals a computed value of 8.66, which exceeds the critical value of 5.99 at the 0.05 level of significance with 4 degrees of freedom. As a result, the null hypothesis (H<sub>02</sub>) is rejected, indicating that there is a significant relationship between the variables. The findings suggest that teachers' perceptions of classroom management practices, problems, and needs are significantly associated with how often management strategies are applied and the seriousness of the issues they face. This implies that factors such as educational qualifications and length of teaching experience may influence how teachers assess both the effectiveness of management practices and the severity of their challenges. Understanding these relationships can help school leaders tailor support and interventions based on the background and experiences of their teaching staff, leading to more responsive and effective management strategies.

## CONCLUSION AND RECOMMENDATION

### Conclusion

Teachers in the Sulangon District demonstrate strong application of core classroom management practices. However, they face significant institutional challenges, particularly in funding, infrastructure, and student development. The predominance of early-career teachers, despite their academic qualifications, suggests a need for sustained support and development. While teachers and administrators align in recognizing effective practices, their assessments of classroom challenges differ. Importantly, consistent use of management strategies correlates with fewer reported problems, emphasizing the need to further strengthen these competencies.

### Recommendations

Teachers may benefit from engaging in collaborative planning, improving communication skills—especially in English—and participating in budgeting and partnerships to address resource concerns. Understanding classroom challenges can also lead to more responsive practices. Administrators may consider involving teachers in resource planning, providing timely access to materials, and supporting teacher-led initiatives and mentorship. Collaboration between teachers and administrators in securing resources, supporting pupil development, and maintaining open communication may help reduce challenges and improve the overall learning environment.

## REFERENCES:

1. Barrett, P., Treves, A., Shmis, T., Ambasz, D., & Ustinova, M. (2019). The impact of school infrastructure on learning: A synthesis of the evidence (International Development in Focus). The World Bank. <https://doi.org/10.1596/978-1-4648-1378-8>
2. Best, J. W. (1981). Research in education (5th ed.). Prentice-Hall.
3. Cornelius-White, J. (2007). Learner-centered teacher-student relationships are effective: A meta-analysis. Review of Educational Research, 77(1), 113-143.

4. Day, C., Sammons, P., & Gorgen, K. (2020). Successful school leadership. Education Development Trust. <https://files.eric.ed.gov/fulltext/ED614324.pdf>
5. Duckworth, A. L., & Yeager, D. S. (2017). Measurement matters: Assessing personal qualities other than cognitive ability for educational purposes. *Educational Researcher*, 46(4), 237-251.
6. Earthman, G. I. (2018). Examining Methodological Differences: Research on the Relationship between School Building Condition and Student Achievement. *Educational Planning*, 25(3), 47-61.
7. Emmer, E.T., & Stough, L.M. (2020). Classroom management: A critical part of educational psychology, with implications for teacher education. *Educational Psychologist*, 36(2), 103-112.
8. Epstein, J. L. (2018). School, family, and community partnerships: Preparing educators and improving schools (2nd ed.). Routledge.
9. Evertson, C.M., & Weinstein, C.S. (2016). Handbook of classroom management: Research, practice, and contemporary issues. Mahwah, NJ: Lawrence Erlbaum Associates.
10. Finn, A. N., Schrod, P., & Witt, P. L. (2018). The influence of instructor immediacy and clarity on students' cognitive learning: A meta-analysis. *Communication Education*, 67(3), 284-305.
11. Fullan, M. (2018). The New Meaning of Educational Change (5th ed.). Teachers College Press.
12. Günes, A. M. (2022). The relationship between problem-solving skills, burnout levels and self-efficacy beliefs of school principals. *International Journal of Contemporary Educational Research*, 9(3), 590–602. <https://doi.org/10.33200/ijcer.1080663>
13. Hanus, M. D., & Fox, J. (2015). Assessing the relationship between teacher educational background and student achievement in mathematics in the USA. *School Effectiveness and School Improvement*, 26(1), 50-73.
14. Hattie, J. (2009). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. Routledge
15. Hattie, J. (2012). Visible learning for teachers: Maximizing impact on learning. Routledge
16. Hattie, J. (2020). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. London: Routledge.
17. Herrington, J., & Parker, J. (2013). Emerging technologies as cognitive tools for authentic learning. *British Journal of Educational Technology*, 44(4), 607-615.
18. Inan, F. A., & Lowther, D. L. (2010). Factors affecting technology integration in K-12 classrooms: A path model. *Educational Technology Research and Development*, 58(2), 137-154.
19. International Task Force on Teachers for Education 2030. (2022). 2018–2021 results report: Empowering teachers through advocacy, knowledge and country support (April 2022). [https://teachertaskforce.org/sites/default/files/2022-04/2022\\_April\\_TTF\\_2018-2021%20Results%20report\\_EN.pdf](https://teachertaskforce.org/sites/default/files/2022-04/2022_April_TTF_2018-2021%20Results%20report_EN.pdf)
20. Kang, M. (2017). A case study of college students' active engagement in learning: Incorporating student perspectives into interactive instruction. *Journal of College Reading and Learning*, 47(2), 110-128.
21. Leithwood, K., & Sun, J. (2012). The nature and effects of transformational school leadership: A meta-analytic review of unpublished research. *Educational administration quarterly*, 48(3), 387-423.
22. Marzano, R.J., Marzano, J.S., & Pickering, D.J. (2020). Classroom management that works: Research-based strategies for every teacher. Alexandria, VA: Association for Supervision and Curriculum Development.
23. Mupa, P., & Chinooneka, T. I. (2015). Factors contributing to ineffective teaching and learning in primary schools: Why are schools in decadence? *Journal of Education and Practice*, 6(19), 125-131. <https://files.eric.ed.gov/fulltext/EJ1079543.pdf>
24. Ojo, A., Adebayo, A., & Zawacki-Richter, O. (2021). The perceived impact of COVID-19 on student well-being and the mediating role of the university support: Evidence from France, Germany, Russia, and the UK. *Frontiers in Psychology*, 12, 642689. <https://doi.org/10.3389/fpsyg.2021.642689>
25. Petrie, L. A. P. (2022). Leadership strategies employed in high-poverty, high-performing small high schools: A mixed-method inquiry (Doctoral dissertation, University of California, Davis). UC eScholarship. <https://escholarship.org/uc/item/qt3p7507t7>
26. Piper, B., Sitabkhan, Y., Mejía, J., & Betts, K. (2018). Effectiveness of teachers' guides in the Global South: Scripting, learning outcomes, and classroom utilization (RTI Press Publication No. OP-0053-



- 1805). RTI International. <https://doi.org/10.3768/rtipress.2018.op.0053.1805>  
<https://files.eric.ed.gov/fulltext/ED583452.pdf>
27. Smith, J., & Brown, K. (2020). Building Relationships in the Classroom: Implications for Classroom Management. *Teaching and Learning Inquiry*, 10(2), 89-104.
28. Tran, L. T., & Do, T. T. Q. (2022). Higher education in Vietnam. In *International handbook on education in South East Asia* (pp. 1-25). Singapore: Springer Nature Singapore.