INTERNATIONAL MULTIDISCIPLINARY JOURNAL OF RESEARCH FOR INNOVATION, SUSTAINABILITY AND EXCELLENCE (IMJRISE)
Online ISSN: 3028-032X | Print ISSN: 3028-0370
PUBLISHED BY: RISEJOURNALS.ORG
*Volume 2, Issue no. 6* | 211

# Difficulties in Classroom Management of the Elementary Teachers

**DOI: 10.5281/zenodo.15631231**

**Leizl A. Acosta**
Teacher III, San Jose Elementary School, Manjuyod District 1, Philippines
https://orcid.org/0009-0008-3052-7491

**Dr. Lisa C. Cañedo**
Master Teacher 1 and GMRC District Coordinator of Manjuyod District 1, Philippines
ORCID account: https://orcid.org/0009-0009-1800-4660

**Abstract:**

Many elementary teachers face challenges in classroom management. Poor classroom management can show up in a few ways that impair student achievement and the learning environment. First, there may be a lack of organization and confusion due to uneven application of norms and procedures on the part of the teachers. Disruptions during classes, behavioral problems, environmental factors, or acting off-task might be caused by this inconsistency. In this study, the researcher aimed to present the classroom management difficulties that elementary teachers face in the classroom to come up with an intervention plan. It considers Kounin's management model to emphasize an in-depth understanding on the teachers' part on their difficulty in classroom management. The study involves elementary teachers at district of a medium-sized in Central Philippines. Moreover, this research shows that the six areas in classroom management; learning instruction, learning materials management, classroom routines, time management, learning environment, and behavior management are greatly influenced by how equipped the teachers are in managing the learners and the classroom in general. Teachers' roles and responsibilities in guiding the learners in the classroom are sought to be aligned to the PPST which is the framework for teacher quality and teacher development.

**Keywords:** Classroom management, difficulties, Elementary Teachers

## Introduction:

### *Nature of the Problem*

The teaching and learning process involves the transfer of knowledge from teachers to students, requiring educators to set clear objectives, develop appropriate materials, and implement effective strategies (Munna & Kalam, 2021). Teaching is more than delivering content; it involves creating a supportive environment that responds to learners' needs and fosters deeper understanding (Smith, 2018). One crucial aspect of this process is classroom management, which demands patience, awareness, and strategic approaches to guide diverse learners effectively. Managing large groups with varied temperaments and skills poses ongoing challenges, particularly when students struggle with foundational skills like vocabulary acquisition (Rabadi & Ray, 2017). These challenges are compounded when learners lack exposure to rich language experiences at home, making it harder to engage meaningfully in school settings.

To support teachers, the Department of Education issued DepEd Order No. 42, s. 2017, implementing the Philippine Professional Standards for Teachers (PPST), which guides professional development and promotes effective classroom practices. Domain 2 of the PPST stresses the importance of a safe, equitable, and supportive learning environment as a foundation for student success. Mastery of content and the use of appropriate teaching methods and materials are essential for achieving instructional goals (Elhamdi & Hezam, 2020). However, in the current research context, many educators face persistent classroom management difficulties, including hyperactivity, large class sizes, behavioral and learning challenges, time constraints, and insufficient strategies for inclusive teaching. These issues hinder effective instruction, suggesting a need for improved classroom routines, time management, behavior strategies, and the overall learning environment.

Therefore, the researcher is motivated to investigate the difficulties teachers have experienced in classroom management because developing classroom management skills helps teachers and students gain a healthy teaching-learning experience. Teachers who nurture their expertise in managing their learners, considering both the classroom atmosphere and the learners' differences, equate to quality teaching and practical learning. Solutions to the problems and suggestions to improve the teaching-learning process through an Intervention Plan will be presented.

### Current State of Knowledge

Elementary teachers face numerous classroom management challenges, regardless of experience level, due to the complexities of student behavior, diverse learning needs, and instructional demands (Saxena, 2023). Effective teaching involves explicit instruction, purposeful questioning, and differentiated strategies to meet student needs (Cairan et al., 2016; Peng & Goodrich, 2020). Accessibility to well-designed learning materials improves student achievement and motivation (Zhao, 2018; Brown & Williams, 2018), while the integration of technology and feedback enhances instructional competence. Establishing routines early and consistently throughout the year helps create structured environments that support both behavior and academic engagement (Tubin, 2015; Oliver et al., 2011). Classroom routines also shape teacher-student interactions and affect educational outcomes (Burden, 2020; Jones et al., 2014).

Additionally, time management plays a critical role in classroom effectiveness. Efficient use of time involves goal setting, prioritizing, and minimizing distractions to boost both productivity and student performance (Fybin, 2012; Coguric, 2018; Hamzah et al., 2014). The learning environment must also be safe, engaging, and inclusive, with flexible physical and pedagogical designs that cater to varied learning styles (Silander & Ryymin, 2012; Brooks, 2010; Sylvestre, 2020). Behavior management strategies such as praise, reinforcement, and group contingencies are essential for preventing disruptions and encouraging positive conduct (Oliver et al., 2011). Drawing parallels from parenting styles, authoritative teaching—balancing structure with responsiveness—yields the most effective classroom outcomes (Schroeder, 2010). Together, these interconnected components highlight that successful classroom management stems from thoughtful planning, responsive teaching, and a supportive environment.

Classroom management remains a significant challenge in schools globally, including the Philippines, where managing time, space, materials, and behavior is essential for creating an effective learning environment (Magulod, 2019). Poor classroom management can lead to various problems such as low academic performance, behavioral issues, and socio-economic disparities (Apalla, 2020). Instructional materials and routines play a vital role in maintaining classroom order and engagement. The unavailability or improper use of such materials can hinder student performance (Ambrosio Jr., 2016; Legaspi, 2014), while well-established routines help educators optimize teaching time and reinforce expectations (Nazareno, 2017). In the Filipino context, reading comprehension and English proficiency continue to be pressing issues in instruction, highlighting the need for tailored pedagogical strategies (Idulog et al., 2023; Madrunio et al., 2016). These strategies must also address broader reforms within the K–12 curriculum by integrating literacy, language development, and culturally relevant approaches (Gandeza & Ridor-Unciano, 2022).

Furthermore, effective time and behavior management are critical components of classroom success. Time management in the Philippines is often challenged by cultural norms like "Filipino Time" and infrastructure issues such as traffic (Valeriano, 2016; Martinez, 2015), yet teachers are expected to maintain high standards of responsibility and instructional readiness per DepEd guidelines (DepEd Order No. 42, s. 2017). Learning environments that foster safety and intellectual stimulation significantly improve student engagement and performance (Bernal, 2021; Ariaso, 2021). Teachers must be proactive, creative, and flexible, especially in resource-limited settings. Behavior management, meanwhile, depends not only on rules but also on the relevance and engagement of learning content (Marcelo & Santillan, 2020; Reoperez, 2019). Marzano (2017) emphasized that strong behavior management underpins effective teaching by minimizing disruptions and maximizing instructional time. Ultimately, a well-managed classroom leads to better learning outcomes, teacher well-being, and a more equitable education system.

Several studies have identified key difficulties in classroom management, including issues related to class size, environmental factors, and the overreliance on traditional teaching methods. Samaddar et al. (2023) highlighted teacher-student ratio and child psychology as major challenges, while Taha (2022) found that a lack of modern teaching methods hinders effective management. Instructional strategies must be adapted to learners' backgrounds (Trofimovich et al., 2013), while multimedia tools and intertextuality improve engagement and comprehension (Mayer, 2007; Brathwaite, 2019). In digital contexts, Learning Management Systems (LMS) like Moodle and Canvas support resource organization and teacher-student interaction, enhancing distance learning (Chen et al., 2023). Mobile and collaborative learning platforms also promote flexibility, peer interaction, and self-regulated learning (Carrión-Martínez et al., 2020), showing that technology, when effectively used, is integral to learning materials management and student engagement.

In classroom settings, routines and behavior management significantly influence student learning. Research by Silva (2020) and Byrd (2016) emphasized the value of culturally relevant teaching and organized routines, which boost classroom interaction and student motivation. Teachers face time management challenges due to workload, as shown by Olivo (2011), and effective scheduling is linked to better academic performance and reduced stress (Nasrullah & Kahn, 2015). The physical learning environment also plays a critical role—factors like lighting, furniture, and noise levels directly impact learning outcomes (Closs et al., 2022; Ibem et al., 2017). Behavioral interventions and classroom monitoring are essential to managing disruptions (Oliver et al., 2011; Johansen, 2011), while self-management strategies have shown promise for both teachers and students (Thompson et al., 2022). Overall, successful classroom management depends on a combination of adaptive instruction, well-managed environments, and both teacher and student engagement strategies.

**Theoretical Underpinnings**

This study is anchored on Perkins' Theory of classroom management, which emphasizes creating learning environments that promote deep understanding, critical thinking, and student engagement. Perkins advocates for authentic learning experiences that are meaningful to students, encouraging them to connect emotionally and intellectually with content, thus reducing disruptive behavior. Key principles include active participation, student agency, reflective practices, and adaptive teaching strategies that accommodate diverse learning needs. By empowering students through choice, collaboration, and metacognition, and by using assessments to guide instruction and address issues early, teachers can foster a supportive and responsive classroom climate. This approach helps minimize behavioral challenges and strengthens both academic and personal growth.

Additionally, the Jacob Kounin Model (1977) contributes to this framework by focusing on preventive discipline and effective lesson management. Kounin highlights the teacher's role in maintaining smooth transitions, lesson momentum, group focus, and classroom awareness to preempt disruptions. His model asserts that effective classroom control relies more on the teacher's behavior than the students'. When teachers manage time, content delivery, and class dynamics effectively, students remain engaged and less likely to misbehave. Both Perkins' and Kounin's insights underscore the importance of intentional strategies in teaching. By identifying and addressing classroom management difficulties, teachers can create well-structured learning environments that improve student behavior, boost engagement, and support academic achievement.

**Objectives of the Study**

This study aimed to determine the level of difficulties in classroom management of elementary teachers in a district of a medium-sized division in Central Philippines for the School Year 2023-2024. More specifically, it sought to answer the following: 1) is the level of difficulty in classroom management of elementary teachers in terms of learning instruction, learning materials management, classroom routines, time management, learning environment, and behavior management; and 2) the significant difference in the level of difficulties in classroom management by elementary teachers when grouped and compared according to the aforementioned variables.

**Methodology**:

This section presents the discussion of the research methodology used, the subjects and respondents of the study, the research instruments used, the validity and reliability of the instruments, the procedure for data gathering, and the statistical tools and procedure for data analysis.

**Research Design**

This study employed a descriptive research design to assess the level of classroom management difficulties faced by elementary teachers in a district of a medium-sized division in Central Philippines for the School Year 2023–2024, serving as the basis for an intervention plan. Using purposive sampling, the researcher intentionally selected participants with relevant characteristics to the research topic. A structured data-gathering instrument ensured the collection of accurate, reliable, and relevant information, while systematic procedures were followed to validate the data. This method was deemed appropriate for evaluating current conditions, identifying challenges, and interpreting data accurately to address the prevailing classroom management issues.

**Study Respondents**

The study respondents were selected from 14 elementary schools with 135 teachers in a medium-sized district in Central Philippines. Using a purposive sampling, 135 teachers were considered as respondents of the study. The number of respondents per school was determined through simple random sampling. With simple random sampling, every member of the population has an equal chance of being selected via a fair selection process. After assigning a number to each participant in the sample, the sample is chosen randomly. Simple random sampling aims to create a manageable, balanced selection of people representing a bigger group that would be too difficult to sample (Simkus, 2023). The respondents were finally chosen randomly using a table of random numbers.

**Instruments**

The study assessed classroom management difficulties using a self-made questionnaire grounded in literature on teaching strategies. The tool included two parts: Part I gathered demographic data (e.g., age, civil status, plantilla position), while Part II measured difficulties using a modified Likert scale (Always to Never). To ensure validity—defined as the instrument's ability to measure what it intends (Noble, 2017; Mugenda, 2015)—the questionnaire underwent expert review by three PhD-holding education professionals, resulting in a high validity rating of 4.44 (Excellent). For reliability, defined as consistency across different conditions (Warmbrod, 2014; Drost, 2011), the

instrument was tested on 30 non-respondents from nearby schools and evaluated using Cronbach's Alpha, yielding a score of 0.801, interpreted as good, confirming the instrument's internal consistency and dependability for data collection.

**Data Gathering Procedure**

Upon the panel members' approval of the final copy of the survey questionnaire, the researcher submits it for validation by members of the jury of experts. This should also be tested for reliability. The researcher asked permission from the school principal to administer the survey instrument. The purpose of the study was explained to them. After the permission is secured and granted, enough copies of the survey questionnaires will be reproduced. The researcher personally conducted the survey. Questionnaires were collected right after answering. Then the data gathered from the respondents was tallied and tabulated using the appropriate statistical tool.

**Data Analysis and Statistical Treatment**

Objective No. 1 also used the descriptive analytical scheme and mean to describe the classroom management difficulties of the elementary teachers in terms of learning instruction, learning materials management, classroom routines, time management, learning environment, and behavior management.

Objective No. 2 uses a descriptive analytical scheme and Mann-Whitney U Test to determine significant differences in the classroom management difficulties of elementary teachers when grouped according to the aforementioned variables.

**Ethical Consideration**

The participants will be adequately informed about the research, its purpose, and the data collection process under the Data Privacy Act of 2012. Furthermore, it was explained to them that participation is voluntary; they can freely withdraw from the study whenever they feel a false sense of security. The researchers ensured that all data obtained would be kept confidential. Documents containing participants' data are to be kept in locked areas, and documents are never to be left unattended in public places. When data is no longer required for the research, it will be shredded before being discarded.

**Results and Discussion:**

This section deals with the presentation, analysis and interpretation of data gathered to carry out the objectives of this study. All these were made possible by following certain appropriate procedures so as to give the exact data and solution to each specific problem.

**Level of Difficulties in Classroom Management of Elementary Teachers According to the Learning Instruction, Learning Materials Management, Classroom Routines, Time Management, Learning Environment, and Behavior Management**

**Table 1**
*Level of Difficulties in Classroom Management of Elementary Teachers According to the Learning Instruction*

| Items | Mean | Interpretation |
|---|---|---|
| As a teacher, I have difficulty… | | |
| 1. step-by-step process during lectures | 2.19 | Low Level |
| 2. using thought-provoking questions | 2.26 | Low Level |
| 3. choosing activities for drill and practice sessions | 2.44 | Low Level |
| 4. organizing problem-solving activities for the students | 2.55 | Moderate Level |
| 5. explaining terms and connecting details from the topic | 2.47 | Low Level |
| 6. drawing lines and relationships for students to visualize the concept discussed | 2.37 | Low Level |
| 7. keeping track of the student's knowledge gained from the topics | 2.27 | Low Level |
| **Overall Mean** | **2.36** | **Low Level** |

Table 1 presents the level of difficulties in classroom management in learning instruction. The respondents obtained an overall mean score of 2.36, interpreted as a low level. It shows that most elementary school teachers know and understand learning instruction.

However, to deepen the analysis, the teachers obtained the lowest mean score of 2.19 on item No. 1, which stated giving a step-by-step process during lectures, and interpreted it as a low level.
On the other hand, the highest mean of 2.55 is on item No. 4, which states organizing problem-solving activities for the students, and is interpreted as a moderate level. The result implies that most of the teachers have difficulty in

organizing problem-solving activities for the students. These problems are common among teachers while performing their job, which causes inefficiency in the delivery of teaching and learning to the students. As a result, some teachers who are inexperienced in problem-solving activities limit their confidence during the teaching and learning process.

**Table 2**
*Level of Difficulties in Classroom Management of Elementary Teachers According to the Learning Materials Management*

| Items | Mean | Interpretation |
|---|---|---|
| As a teacher, I have difficulty… | | |
| 1. choosing the learning materials that are age appropriate | 2.10 | Low Level |
| 2. managing, borrowing, and purchasing books and other resources for optimal use | 2.38 | Low Level |
| 3. giving the learners instructional materials that are aligned to the learning objectives | 2.30 | Low Level |
| 4. organizing the available materials for the lesson | 2.21 | Low Level |
| 5. planning for the learning materials to be used in the classroom | 2.19 | Low Level |
| 6. assessing the materials' relevance to the topics | 2.15 | Low Level |
| 7. providing additional learning resources | 2.33 | Low Level |
| **Overall Mean** | **2.24** | **Low Level** |

Table 2 shows the level of difficulties in classroom management in the area of learning materials management. The respondents obtained an overall mean score of 2.24, interpreted as a low level. It shows that most elementary school teachers exhibit competence in learning materials management.

For further investigation, the teachers obtained the lowest mean score of 2.10 on item No. 1, stating choosing the learning materials that are age appropriate, and interpreted it as a low level. The highest mean score of 2.38 was on item No. 2, stating managing, borrowing, and purchasing books and other resources for optimal use, and interpreted as low.

The finding implies that many teachers cannot manage, borrow, and purchase books and other resources for optimal use. The reason is that most schools often have limited budgets, making it difficult for teachers to buy all the books and resources they need. This can force them to prioritize, leaving out essential materials for specific subjects or topics. Another reason is that some teachers have demanding schedules and limited time for planning and preparing lessons. Managing and acquiring resources can add to their workload.

**Table 3**
*Level of Difficulties in Classroom Management of Elementary Teachers According to the Classroom Routines*

| Items | Mean | Interpretation |
|---|---|---|
| As a teacher, I have difficulty… | | |
| 1. keeping track of attendance, performance, and other records | 1.70 | Low Level |
| 2. explaining classroom rules and other regulations relevant to moving, entering, and exiting the classroom | 1.78 | Low Level |
| 3. reminding students about their responsibilities such as their assigned classroom jobs | 2.01 | Low Level |
| 4. organizing classroom routines related to use of technology | 2.08 | Low Level |
| 5. creating attention signals to capture the students' attention | 2.26 | Low Level |
| 6. managing transitions from the beginning to end of the class | 2.21 | Low Level |
| 7. motivating learners to pass their assignment, projects, and other tasks | 2.26 | Low Level |
| **Overall Mean** | **2.04** | **Low Level** |

Table 3 showcases the level of difficulties in classroom management in the area of classroom routines. The respondents obtained an overall mean score of 2.04, interpreted as a low level. It shows that most elementary school teachers have mastered classroom routines.

However, to examine further the items in the table, the teachers obtained the lowest mean of 1.70 on item No. 1, stating keeping track of attendance, performance, and other records, and interpreted it as a low level. On the other hand, the highest mean score of 2.26 signals to capture the students' attention, and item No. 7, which states motivating learners to pass their assignments, projects, and other tasks, is interpreted as a low level.

The result implies that most teachers cannot create attention signals to capture the students' attention and motivate learners to pass their assignments, projects, and other tasks. The reason is that competing for students' attention in a technology-saturated environment is a constant struggle. Some students lack intrinsic motivation for learning. They

may need external rewards or pressure to complete assignments. Also, budget constraints or lack of access to technology can limit a teacher's ability to create engaging and innovative activities. They may not have the resources to implement the latest teaching techniques or provide hands-on experiences.

The finding aligns with that of Dukmak (2010). The study revealed that United Arab students initiate classroom interaction, suggesting that classroom routines can affect how students engage with the teacher and each other. The same thing is emphasized by Byrd (2016) in her "Does Culturally Relevant Teaching Work? An Examination from Student Perspectives," which supports the idea that integrating culturally relevant content into classroom routines can be effective in everyday classrooms.

**Table 4**
*Level of Difficulties in Classroom Management of Elementary Teachers According to Time Management*

| Items | Mean | Interpretation |
|---|---|---|
| As a teacher, I have difficulty… | | |
| 1. constructing lesson plans and instructional materials | 2.08 | Low Level |
| 2. providing data, records, and reports about the students | 2.07 | Low Level |
| 3. giving extra time to assess the learners' performance in class | 2.25 | Low Level |
| 4. mapping out my schedule for meeting and other school errands | 2.13 | Low Level |
| 5. committing my time to finish all the required tasks given by the school head and other administrators | 2.25 | Low Level |
| 6. finishing analytical tasks on time related to making of students' grades | 2.29 | Low Level |
| 7. urgent matters and important tasks | 2.28 | Low Level |
| **Overall Mean** | **2.19** | **Low Level** |

Table 4 shows the level of difficulties in classroom management around time management. The respondents obtained an overall mean score of 2.19, interpreted as a low level. It shows that most elementary school teachers are competent in time management.

However, to deepen the analysis, the teachers obtained the lowest mean score of 2.07 on item No. 2, which was on providing data, records, and reports about the students, and interpreted it as a low level. On the other hand, the highest mean of 2.29 on item No. 6, stating finishing analytical tasks on time related to making students' grades, was interpreted as a low level. On the other hand, the highest mean score of 2.29 on item No. 6, which states finishing analytical tasks on time related to making students' grades, was interpreted as a low level.

The result implies that most teachers often have limited time outside their regular teaching hours for grading and analysis. They may also have other responsibilities like lesson planning, professional development, and extracurricular activities. These problems are common among teachers while performing their jobs, which causes inefficiency in the delivery of teaching and learning to the students. As a result, some teachers find it time-consuming to analyze individual student progress and compile accurate grades.

The finding relates to that of Fybin (2012). The researcher revealed that time management consequently involves conscious control over the time spent on specific activities. It is also exercised to increase productivity, effectiveness, and efficiency as well as effective scheduling of time, goal setting, prioritizing and choosing what to do and what not to do, delegating tasks, analyzing and reviewing spent time, organizing workspace, keeping concentration and focus on work, and motivating oneself to work towards a goal. Similarly, Adeojo (2012) agreed that time management involves developing processes and tools that increase efficiency and productivity.

**Table 5**
*Level of Difficulties in Classroom Management of Elementary Teachers According to the Learning Environment*

| Items | Mean | Interpretation |
|---|---|---|
| As a teacher, I have difficulty… | | |
| 1. keeping my classroom neat and conducive for learning | 2.04 | Low Level |
| 2. explaining clear and well-structured classroom rules | 2.07 | Low Level |
| 3. choosing learning resources for my students | 2.14 | Low Level |
| 4. organizing classroom tactics mainly time management | 2.05 | Low Level |
| 5. maintaining a non-threatening classroom relationship | 2.05 | Low Level |
| 6. creating a safe space for everyone | 2.07 | Low Level |
| 7. motivating learners who lose interest and did not understand the lesson | 2.35 | Low Level |
| **Overall Mean** | **2.10** | **Low Level** |

Table 5 depicts the level of difficulties in classroom management in a learning environment. The respondents obtained an overall mean score of 2.10, interpreted as a low level. It shows that most elementary school teachers are adjusted to the learning environment.

For further investigation, the teachers obtained the lowest mean of 2.04 on item No. 1, stating keeping my classroom neat and conducive for learning, and interpreted it as a low level. Whereas the highest mean score of 2.35 was on item No. 7, which stated motivating learners who lost interest and did not understand the lesson, and interpreted it as a low level.

The finding implies that many teachers cannot use synchronous activities to facilitate class discussions and meetings. The reason is that some of the teachers' approaches might not align with a student's preferred learning style, making it difficult for them to grasp the concepts. Many teachers may not have access to the necessary resources or support to address the individual needs of all their students. Another reason is that different students learn in various ways. If students don't see the relevance of the material to their lives or future goals, they may not be motivated to put in the effort to teach it.

The result aligns with that of Sylvestre (2020). The researcher insisted that those involved in school planning prioritize physical infrastructure ahead of the pedagogical environment. However, he said that both environments must be managed to contribute productively to the learning and success of students. When a school is easily accessible, secure, clean, reasonably pleasant, and intellectually engaging, students perform better. In the same vein, the study of Silander & Ryymin (2012) revealed that the learning environment can be viewed from a pedagogical perspective. The pedagogical learning environment covers the pedagogical methods and practices used in learning and teaching. Likewise, Brooks (2010) emphasized that the physical learning environment significantly impacts learning outcomes. Students who study in an active learning environment can hone their capabilities.

**Table 6**
*Level of Difficulties in Classroom Management of Elementary Teachers According to the Behavior Management*

| Items | Mean | Interpretation |
|---|---|---|
| As a teacher, I have difficulty… | | |
| 1. giving students positive reinforcement to motivate them to conform to the standards expected of them | 2.34 | Low Level |
| 2. providing clear and unambiguous instructions to the learners | 2.25 | Low Level |
| 3. letting the students understand the consequences of breaking the rule | 2.20 | Low Level |
| 4. identifying learners who have exceptional needs | 2.16 | Low Level |
| 5. having strategies in place to support students to behave in ways that build respect from one another | 2.24 | Low Level |
| 6. encouraging initiatives to reinforce appropriate behavior | 2.34 | Low Level |
| 7. providing ideas or modeling for ideal behavior | 2.23 | Low Level |
| **Overall Mean** | **2.23** | **Low Level** |

Table 6 displays the level of difficulties in classroom management in behavior management. The respondents obtained an overall mean score of 2.23, interpreted as a low level. It shows that elementary school teachers perform well in behavior management.

For further investigation, the teachers obtained the lowest mean of 2.16 on item No.4, identifying learners with exceptional needs and interpreting it as low. On the other hand, the highest mean of 2.34 on item No. 1, stating giving students positive reinforcement to motivate them to conform to the standards expected of them, and item No. 6, stating encouraging initiatives to reinforce appropriate behavior, both interpreted as low level.

The finding implies that many teachers cannot effectively share best practices and strategies for using positive reinforcement. The reason is that if the expected standards of behavior are not clearly defined and communicated, it can be difficult for students to know what behaviors are being reinforced. Another reason is that if positive reinforcement is not applied consistently, it may lose its effectiveness.

The result aligns with that of Oliver et al (2011). The researchers revealed that classroom behavior management can include behavioral procedures such as specific, contingent praise, reinforcement, token economies, and group contingencies. It highlights the importance of teachers monitoring student behavior to acknowledge appropriate behavior and prevent misbehavior from escalating, underlining the practice of giving specific alternative behaviors to engage students positively. In the same vein, the study of Schroeder (2010) found that the balance between demands and expectations allows students to find autonomy and conform to expectations.

**Comparative Analysis in the Level of Difficulties in Classroom Management of Elementary Teachers According to the Learning Instruction, Learning Materials Management, Classroom Routines, Time**

**Management, Learning Environment, and Behavior Management When Grouped and Compared According to Age, Civil Status, and Plantilla Position**

**Table 7**
*Difference in the Level of Difficulties in Classroom Management of Elementary Teachers According to the Learning Instruction When Grouped and Compared According to Age, Civil Status, and Plantilla Position*

| Variable | Category | N | Mean Rank | Mann-Whitney U | *p*-value | *Sig. level* | Interpretation |
|---|---|---|---|---|---|---|---|
| **Age** | Younger | 67 | 68.26 | 2260.50 | .938 | | Not Significant |
| | Older | 68 | 67.74 | | | | |
| **Civil Status** | Single | 34 | 67.59 | 1703.00 | .943 | 0.05 | Not Significant |
| | Married | 101 | 68.14 | | | | |
| **Plantilla Position** | Lower | 39 | 66.06 | 1796.50 | .713 | | Not Significant |
| | Higher | 96 | 68.79 | | | | |

As reflected in Table 7, for variable age, the computed U is 2260.5 with a *p*-value of 0.938, which is greater than the 0.05 level of significance, thus interpreted as not significant. Therefore, the hypothesis stating that there is no significant difference in the level of difficulties in classroom management of elementary teachers in the area of learning instruction when grouped and compared according to age is accepted.

Comparatively, on variable civil status, the computed U is 1703.00 with a *p*-value of 0.943, which is greater than the 0.05 level of significance, thus interpreted as not significant. Therefore, the hypothesis stating that there is no significant difference in the level of difficulties in classroom management of elementary teachers in the area of learning instruction when grouped and compared according to civil status is accepted.

Further, on the variable plantilla position, the computed U is 1796.50 with a *p*-value of 0.713, which is greater than the 0.05 level, thus interpreted as not significant. Therefore, the hypothesis stating there is no significant difference in the level of difficulties in classroom management of elementary teachers in the area of learning instruction when grouped and compared according to plantilla position is accepted.

This implies that the level of difficulties in classroom management of elementary teachers in the area of learning instruction when grouped and compared according to age, civil status, and plantilla position does not vary, and they need slight assistance in delivering smooth classroom instruction.

The finding is supported by Peng & Goodrich (2020), who found that there is a need for adaptability and differentiation in learning instruction. Instruction should be adaptable to students' diverse learning needs and styles to make learning accessible to all.

**Table 8**
*Difference in the Level of Difficulties in Classroom Management of Elementary Teachers According to the Learning Materials Management When Grouped and Compared According to Age, Civil Status, and Plantilla Position*

| Variable | Category | N | Mean Rank | Mann-Whitney U | *p*-value | *Sig. level* | Interpretation |
|---|---|---|---|---|---|---|---|
| **Age** | Younger | 67 | 67.46 | 2242.00 | .873 | | Not Significant |
| | Older | 68 | 68.53 | | | | |
| **Civil Status** | Single | 34 | 64.68 | 1604.00 | .565 | 0.05 | Not Significant |
| | Higher | 101 | 69.12 | | | | |
| **Plantilla Position** | Lower | 39 | 68.79 | 1841.00 | .880 | | Not Significant |
| | Higher | 96 | 67.68 | | | | |

As revealed in Table 8, for variable age, the computed U is 2242.00 with a *p*-value of 0.873, which is greater than the 0.05 level of significance, thus interpreted as not significant. Therefore, the hypothesis stating that there is no significant difference in the level of difficulties in classroom management of elementary teachers in the area of learning materials management when grouped and compared according to age is accepted.

For the variable civil status, the computed U is 1604.00 with a *p*-value of 0.565, which is greater than the 0.05 level of significance, thus interpreted as not significant. Therefore, the hypothesis stating there is no significant difference in the level of difficulties in classroom management of elementary teachers in the area of learning materials management when grouped and compared according to civil status is accepted.

On the variable plantilla position, the computed U is 1841.00 with a *p*-value of 0.880, which is greater than the 0.05 level, thus interpreted as not significant. Therefore, the hypothesis stating there is no significant difference in the level of difficulties in classroom management of elementary teachers in the area of learning materials management when grouped and compared according to plantilla position is accepted.

This implies that the level of difficulties in classroom management of elementary teachers in the area of learning materials management, when grouped and compared according to age, civil status, and plantilla position, does not differ. Teachers face the same difficulties during teaching and learning regardless of age, civil status, and plantilla positions. Moreover, some teachers believe that learning materials management is one of the areas in education that needs proper attention and easy access.

The result aligns with that of Zhao (2018). The researcher found that students who had access to all the required learning materials performed better academically than those who faced difficulties accessing the materials. It suggests that having a centralized platform for learning materials can improve accessibility and organization, leading to increased student engagement and success.

**Table 9**
*Difference in the Level of Difficulties in Classroom Management of Elementary Teachers According to the Classroom Routines When Grouped and Compared According to Age, Civil Status, and Plantilla Position*

| Variable | Category | N | Mean Rank | Mann-Whitney U | *p*-value | *Sig. level* | Interpretation |
|---|---|---|---|---|---|---|---|
| **Age** | Younger | 67 | 67.99 | 2277.50 | .998 | 0.05 | Not Significant |
| | Older | 68 | 68.01 | | | | |
| **Civil Status** | Single | 34 | 66.34 | 1660.50 | .774 | | Not Significant |
| | Married | 101 | 68.56 | | | | |
| **Plantilla Position** | Lower | 39 | 71.36 | 1741.00 | .523 | | Not Significant |
| | Higher | 96 | 66.04 | | | | |

As shown in Table 9, for variable age, the computed U is 2277.50 with a *p*-value of 0.998, which is greater than the 0.05 level of significance, hence interpreted as not significant. Therefore, the hypothesis stating that there is no significant difference in the level of difficulties in classroom management of elementary teachers in the area of classroom routines when grouped and compared according to age is accepted.

Similarly, for the variable civil status, the computed U is 1660.50 with a *p*-value of 0.774, which is greater than the 0.05 level of significance, thus interpreted as not significant. Hence, the hypothesis stating that there is no significant difference in the level of difficulties in classroom management of elementary teachers in the area of classroom routines when grouped and compared according to civil status is accepted.

On the variable plantilla position, the computed U is 1741.00 with a *p*-value of 0.523, which is greater than the 0.05 level, thus interpreted as not significant. Therefore, the hypothesis stating that there is no significant difference in the level of difficulties in classroom management of elementary teachers in the area of classroom routines when grouped and compared according to plantilla position is accepted.

This implies that the level of difficulties in classroom management of elementary teachers in the area of classroom routines, when grouped and compared according to age, civil status, and Plantilla positions, does not vary. This is because some teachers, regardless of age, civil status, and position, who were used to the traditional methods, take for granted establishing routines and do not desire to improve their classroom routines continuously.

The finding disagrees with that of Tubin (2015). A study revealed that school routines play a significant role in educational change. Not only do routines structure day-to-day working processes and support the organization's performance when time is short, but they are also essential when dealing with challenging situations. By monitoring student behavior and establishing routines, teachers can acknowledge appropriate behavior and prevent potential misbehaviors from escalating.

**Table 10**
*Difference in the Level of Difficulties in Classroom Management of Elementary Teachers According to the Time Management When Grouped and Compared According to Age, Civil Status, and Plantilla Position*

| Variable | Category | N | Mean Rank | Mann-Whitney U | *p*-value | *Sig. level* | Interpretation |
|---|---|---|---|---|---|---|---|
| **Age** | Younger | 67 | 71.44 | 2047.50 | .308 | 0.05 | Not Significant |
| | Older | 68 | 64.61 | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| **Civil Status** | Single | 34 | 68.13 | 1712.50 | .982 | Not Significant |
| | Married | 101 | 67.96 | | | |
| **Plantilla Position** | Lower | 39 | 79.26 | 1433.00 | .032 | Significant |
| | Higher | 96 | 63.43 | | | |

As presented in Table 10, for variable age, the computed U is 2047.50 with a *p*-value of 0.308, which is greater than the 0.05 level of significance, thus interpreted as not significant. Therefore, the hypothesis stating that there is no significant difference in the level of difficulties in classroom management of elementary teachers in the area of time management when grouped and compared according to age is accepted.

Similarly, for the variable civil status, the computed U is 1712.50 with a *p*-value of 0.982, which is greater than the 0.05 level of significance, thus interpreted as not significant. Therefore, the hypothesis stating that there is no significant difference in the level of difficulties in classroom management of elementary teachers in the area of time management when grouped and compared according to civil status is accepted.

However, on the variable plantilla position, the computed U is 1433.00 with a *p*-value of 0.032, which is less than the 0.05 level, hence interpreted as significant. Therefore, the hypothesis stating that there is no significant difference in the level of difficulties in classroom management of elementary teachers in the area of time management when grouped and compared according to Plantilla position is rejected.

This implies that the level of difficulties in classroom management of elementary teachers in the area of time management, when grouped and compared according to plantilla position, varies. At the same time, it does not vary compared to age and civil status. This is because some teachers with higher plantilla positions manage their time well. In contrast, some teachers with lower plantilla positions must make more adjustments to improve their time use.

The finding of Adeojo (2012) agrees that time management refers to the development of processes and tools that increase efficiency and productivity. In addition, Hamzah et al (2014) also revealed that factors like external motivation can play a role in the relationship between time management and academic performance, suggesting that strategies to enhance time management might benefit from including motivational elements.

**Table 11**
*Difference in the Level of Difficulties in Classroom Management of Elementary Teachers According to the Learning Environment When Grouped and Compared According to Age, Civil Status, and Plantilla Position*

| Variable | Category | N | Mean Rank | Mann-Whitney U | *p*-value | *Sig. level* | Interpretation |
|---|---|---|---|---|---|---|---|
| **Age** | Younger | 67 | 62.04 | 1879.00 | .078 | | Not Significant |
| | Older | 68 | 73.87 | | | | |
| **Civil Status** | Single | 34 | 66.72 | 1673.50 | .825 | 0.05 | Not Significant |
| | Married | 101 | 68.43 | | | | |
| **Plantilla Position** | Lower | 39 | 66.99 | 1832.50 | .847 | | Not Significant |
| | Higher | 96 | 68.41 | | | | |

As depicted in Table 11, for variable age, the computed U is 1879.00 with a *p*-value of 0.078, which is greater than the 0.05 level of significance, thus interpreted as not significant. Therefore, the hypothesis stating that there is no significant difference in the level of difficulties in classroom management of elementary teachers in the area of learning environment when grouped and compared according to age is accepted.

Similarly, for the variable civil status, the computed U is 1673.50 with a *p*-value of 0.825, which is greater than the 0.05 level of significance, thus interpreted as not significant. Hence, the hypothesis stating that there is no significant difference in the level of difficulties in classroom management of elementary teachers in the area of learning environment when grouped and compared according to civil is accepted.

On the variable plantilla position, the computed U is 1832.50 with a *p*-value of 0.847, which is greater than the 0.05 level, thus interpreted as not significant. Hence, the hypothesis stating that there is no significant difference in the level of difficulties in classroom management of elementary teachers in the area of learning environment when grouped and compared according to plantilla position is accepted.
This implies that the level of difficulties in classroom management of elementary teachers in the area of learning environment, when grouped and compared according to age, civil status, and plantilla position, does not vary. This

is because some teachers, regardless of age, civil status, and plantilla positions, are having slight difficulties in the learning environment due to external factors such as a lack of support from stakeholders and poor motivation of the learners.

The finding contradicts that of Brooks (2010), who emphasized the physical learning environment, which significantly impacts learning outcomes. Students who study in an active learning environment can hone their capabilities. Moreover, Sylvestre (2020) insists that those involved in school planning prioritize physical infrastructure ahead of the pedagogical environment. However, he said that both environments must be managed to contribute productively to the learning and success of students. When a school is easily accessible, secure, clean, reasonably pleasant, and intellectually engaging, students perform better.

**Table 12**
*Difference in the Level of Difficulties in Classroom Management of Elementary Teachers According to the Behavior Management When Grouped and Compared According to Age, Civil Status, and Plantilla Position*

| Variable | Category | N | Mean Rank | Mann-Whitney U | *p*-value | *Sig. level* | Interpretation |
|---|---|---|---|---|---|---|---|
| **Age** | Younger | 67 | 67.30 | 2231.00 | .836 | | Not Significant |
| | Older | 68 | 68.69 | | | | |
| **Civil Status** | Single | 34 | 67.65 | 1705.00 | .951 | 0.05 | Not Significant |
| | Married | 101 | 68.12 | | | | |
| **Plantilla Position** | Lower | 39 | 69.36 | 1819.00 | .796 | | Not Significant |
| | Higher | 96 | 67.45 | | | | |

As conveyed in Table 12, for variable age, the computed U is 2231.00 with a *p*-value of 0.836, which is greater than the 0.05 level of significance, thus interpreted as not significant. Therefore, the hypothesis stating that there is no significant difference in the level of difficulties in classroom management of elementary teachers in the area of behavior management when grouped and compared according to age is accepted.

Likely, on variable civil status, the computed U is 1705.00 with a *p*-value of 0.951, which is greater than the 0.05 level of significance, thus interpreted as not significant. Therefore, the hypothesis stating there is no significant difference in the level of difficulties in classroom management of elementary teachers in the area of behavior management when grouped and compared according to civil status is accepted.

On the variable plantilla position, the computed U is 1819.00 with a *p*-value of 0.796, which is greater than the 0.05 level, thus interpreted as not significant. Therefore, the hypothesis stating there is no significant difference in the level of difficulties in classroom management of elementary teachers in the area of behavior management when grouped and compared according to plantilla position is accepted.

This implies that the level of difficulties in classroom management of elementary teachers in the area of behavior management when grouped and compared according to age, civil status, and plantilla position does not vary. This is because teachers, regardless of age, civil status, and plantilla positions, are all responsible for promoting healthy and structured behavior management, and these are expected from the teachers across all variables.

The finding is supported by Marzano (2017), who stated that effective instructional strategies and good classroom curriculum design are built on the foundation of effective behavior management. Therefore, poor behavior management can waste class time, reduce students' time on tasks, and lessen the quality of the learning environment. Behavior management is at the heart of teaching; it affects the students' learning outcomes and can also impact their well-being.

**Conclusions:**

The study found that elementary teachers were evenly distributed by age, mostly married, and held Teacher III or higher positions. Overall, teachers reported low levels of difficulty across various aspects of classroom management, including learning instruction, materials management, routines, time management, learning environment, and behavior management. Specific challenges included organizing problem-solving activities, managing educational resources, creating attention signals, finishing analytical tasks, motivating disinterested learners, and providing positive reinforcement. Although difficulties remained generally low regardless of age, civil status, or position, a significant difference in time management was noted based on plantilla position. The study concluded that while teachers show competence in most areas, they would benefit from targeted professional development. Recommendations include integrating relevant topics in LAC sessions, fostering collaborative learning, conducting

training needs assessments, providing teaching support, administering surveys, and utilizing visual aids and teaching guides to reinforce positive behavior and student engagement.

**Acknowledgment**

The completion of this endeavor was made possible through the genuine support and involvement of many individuals who generously contributed to its success. The researcher deeply appreciates the guidance and motivation provided by the thesis adviser, the encouragement from the university dean, and the valuable support and approachability of the panel members throughout the process. Gratitude is also extended to fellow elementary teachers for their honest responses and time, to the researcher's spouse for moral and financial support, and above all, to Divine Providence for the power and blessings that made this work possible.

**References:**

Ambrosio Jr., N. (2016). Instructional materials making the teaching and learning process easy, more meaningful and understandable. Pampanga: Press Reader. https://www.pressreader.com/philippines/sunstar-pampanga/20160625/281621009636836?srsltid=AfmBOooYGoM5dPwFPnqauTWHQwgGwpBw-9Md1yyfk88rXr-LpICJ8LlW

Apalla, R. (2020). Classroom management in Filipino class, why it matters? https://www.pressreader.com/philippines/sunstar-pampanga/20201018/281603832947564?srsltid=AfmBOorfgT_Pui_Q2Q09QTJvOgpruck_qSr9HQ8FwnS2YKPTpcnF4ata

Aquino, I. (2019). Classroom collaborative learning approach: the students stand point. *GreenField Advanced Research Publishing House, 8*(2), *189-199*. https://scholar.google.com/citations?view_op=view_citation&hl=en&user=DP_8UVMAAAAJ&citation_for_view=DP_8UVMAAAAJ:YsMSGLbcyi4C

Bernal, H. (2021). Impact of Classroom Lay-out into Proactive Learning. RIELS, Journal, 2(2). https://doi.org/10.47175/rielsj.v2i2.255

Brooks, D. Christopher (2012). Space and Consequences: The Impact of Different Formal Learning Spaces on Instructor and Student Behavior. Journal of Learning Spaces, 1(2). https://poorvucenter.yale.edu/ClassroomSeatingArrangements

Bautista, M., Buatag, E., Dumdum, I., Ramada, J. ., & Selomandin, A. . (2024). Examining the Impact of Family Structure on Stress Levels among Students: A Quantitative Analysis. *Excellencia: International Multi-Disciplinary Journal of Education (2994-9521)*, *2*(1), 317-338. https://doi.org/10.5281/

Burden, P. (2020). Classroom Management: Creating a Successful K-12 Learning Community, 7th Edition. https://eric.ed.gov/?id=ED605702

Cairan, Z., et. al. (2016). Instructional strategies for developing critical thinking in EFL classrooms. *Canadian Center of Science and Education, 9(10). http://dx.doi.org/10.5539/elt.v9n10p14*

DepEd Order No. 42, S. 2017. National adoption and implementation of the Philippine Professional Standards for Teachers. August 11, 2017.

Elmahdi, O., & Hezam, A. (2020). Challenges for methods of teaching English vocabulary to non-native students. *Advances in Social Sciences Research Journal, 7*(5), 556-575. https://doi.org/10.14738/assrj.75.8263

Gandeza, C. & Unciano M. (2022) Personal narratives: a pedagogical intervention in writing. *Asia Pacific Journal of Advanced Education and Technology, 1(1), pp. 56-63*. https://ssrn.com/abstract=4078130

Hamzah, A., et al. (2014). Time Management, External Motivation, and Students' Academic Performance: Evidence from a Malaysian Public University. *Canadian Center of Science and Education.* http://dx.doi.org/10.5539/ass.v10n13p55

Idulog, M., et al. (2023). Filipino students' reading abilities: a note on the challenges and potential areas for improvement. *International Journal of Education and Teaching Zone. Vol 2 (Issue 2): 10-06 (2023)*. https://10.57092/ijetz.v2i2.128

Legaspi, E. (2014). Exploring Filipino college students' reasons for seeking and avoiding counseling. https://www.semanticscholar.org/paper/Exploring-Filipino-college-students%E2%80%99-reasons-for-Legaspi-Reyes/6741aed4f2e95d3d823412a74f9698c7fc261601#citing-papers

Lippman, P. (2010). Can the Physical Environment Have an Impact on the Learning Environment? *JCJ Architecture, New York.* https://www.researchgate.net/publication/254439153_Can_the_Physical_Environment_Have_an_Impact_on_the_Learning_Environment

Madrunio, M., et al. (2016). English language education in the Philippines: Policies, problems, and prospects. English Language Education Policy in Asia. Language Policy, vol 11. https://archium.ateneo.edu/english-faculty-pubs/121/

Magulod, G. (2019). Learning styles, study habits and academic performance of Filipino University students in applied science courses: Implications for instruction. Journal of Technology and Science Education, 9(2). https://doi.org/10.3926/jotse.504

Marcelo, C. & Santillan, J. (2020). Comprehension and motivation of ESL learners: basis for a reading intervention plan. *Universal Journal of Educational Research 8(11), pp. 5197-5202.* https://www.hrpub.org/download/20201030/UJER20-19516943.pdf

Martinez, J. (2015). Violating Filipino time: a sociological perspective. https://www.scribd.com/document/274397177/A-paper-on-Filipino-Time

Marzano, R. (2017). Marzano's (Nine) High-Yield Instructional Strategies. https://www.stjohns.k12.fl.us/recruitment/wp-content/uploads/sites/106/2016/01/The-9-High-Yield-Strategies.pdf

Munna, A., & Kalam, M. (2021). Teaching and learning process to enhance teaching effectiveness: a literature review. (pp. 1-4). International Journal of Humanities and Innovation. https://eric.ed.gov/?id=ED610428

Nazareno, J. (2017). Routine activities. https://deped.cityofbalanga.gov.ph/publications/latest- news-1/feature-articles-archives/routineactivities

Obispo, R. (2021). Teachers' classroom management styles and student-teacher connectedness and anxiety. International Journal of Learning, Teaching and Educational Research, 20, (5), pp. 123-141, https://doi.org/10.26803/ijlter.20.5.

Oliver, R., et al., (2011). Teacher classroom management practices: effects on disruptive or aggressive student behavior. *Wiley Online Library 7(1), pp.1-155*.https://doi.org/10.4073/csr.2011.4

Rabadi, S., & Ray, B. (2017). 5 Principles of outstanding classroom management. https://www.fmucenterofexcellence.org/bestpractice/rabadi-s-ray-b-2017-november-14-5-principles-of-outstanding-classroom-management/

Reoperez, M. (2019). Mediators of reading motivation among Filipino collegiate students.International Journal of Education & Literacy Studies, 7(1). https://www.researchgate.net/publication/331801656_Mediators_of_Reading_Motivation_Among_Filipino_Collegiate_Students

Sammadar, R., et al. (2020). Development in teaching style on classroom management. Asian Research Journal of Arts & Social Sciences 20(1), pp. 47-58 https://www.researchgate.net/publication/372170131_Development_in_Teaching_Style_on_Classroom_Management

Smith (2018). Emotion theories and adolescent well-being: Results of an online intervention. *Emotion, 18(6), 781-788.* https://www.wiseinterventions.org/posters/learning-about-strategies-and-difficulties-of-emotion-regulation-increased-emotional-well-being-and- belonging-in-school-among-middle-schoolers-over-six-weeks

Taha, J. (2022). Halliday's interpersonal meta-function analysis of entrepreneurs' public speeches in english and central kurdish: a comparative study.https://scholar.google.com/citations?view_op=view_citation&hl=en&user=kkc0I2MAAAAJ&citation_for_view=kkc0I2MAAAAJ:Y0pCki6q_DkC

Teachers' Column (2016). 6. Jacob Kounin's classroom management. http://www.elearnportal.com/courses/education/classroom-management-and- discipline/classroom-management-and-discipline-discipline-theorists

Thompson, P. & Ward, J. (2022). Only a matter of time? The role of time in school on four-day school week achievement impacts. https://www.sciencedirect.com/science/article/abs/pii/S0272775721001138

Trivette, M. (2021). Exemplary classroom management practices among the elementary teachers of bicol university integrated laboratory school. BU R&D Journal 24 (1): 105- 112. https://journal.bicol-u.edu.ph/assets/journal_pdf/11%20Trivette_105-112.pdf

Trofimovich, P., et. al. (2013). Are certain types of instruction better for certain learners? https://www.paveltrofimovich.ca/wp-content/uploads/2021/07/Trofimovich_Lightbown_Halter_2013.pdf

Tubin D. (2011). From principals' actions to students' outcomes: An explanatory narrative approach to successful Israeli schools. *Leadership and Policy in Schools*, 10(4), 395- 411. https://www.tandfonline.com/doi/abs/10.1080/15700763.2011.610556

Zewoldie, S. (2013). Instructional Materials Management at Five Teacher Training Colleges in Amhara Region, Ethiopia. St.Mary's University. http://hdl.handle.net/123456789/1919

Perkins, D. (1992) *Smart Schools: Better Thinking and Learning for Every Child*