



CLASSROOM CHALLENGES AND COPING STRATEGIES AMONG TEACHERS AT SULU STATE COLLEGE

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Abstract: Teaching in higher education has become increasingly complex due to changing student demographics, curriculum reforms, technological advancements, and growing institutional expectations. These developments present significant classroom challenges that may influence teachers' instructional effectiveness, student engagement, and overall educational quality. Despite the growing body of research on classroom management and teaching practices, limited empirical evidence exists regarding the specific classroom challenges encountered by teachers in higher education institutions located in geographically and culturally diverse regions such as Sulu, Philippines. This study aims to examine the classroom challenges experienced by teachers at Sulu State College and to identify the coping strategies they employ to maintain effective teaching and learning environments. The study will employ a quantitative descriptive-correlational research design involving full-time faculty members from various academic departments of Sulu State College. Data will be collected using a validated structured questionnaire covering classroom management, student behavior, instructional resources, learner diversity, technology integration, assessment practices, and coping strategies. Descriptive statistics, exploratory factor analysis, Pearson correlation, and multiple regression analysis will be utilized to determine the prevalence of classroom challenges, examine relationships between variables, and identify significant predictors of teachers' coping strategies. The anticipated findings are expected to reveal that teachers encounter moderate to high levels of classroom challenges, particularly in managing student behavior, maintaining learner engagement, addressing diverse learning needs, and coping with limited instructional resources. Teachers are also expected to demonstrate adaptive coping strategies such as collaborative problem-solving, continuous professional development, instructional innovation, and reflective teaching practices. The study will contribute to the literature on teacher resilience and classroom management within developing higher education contexts and provide evidence-based recommendations for faculty development, institutional support systems, and educational policy enhancement. The findings may serve as a foundation for designing intervention programs that strengthen teaching effectiveness and improve learning outcomes in higher education institutions.

Keywords: Classroom challenges; Coping strategies; Teacher resilience; Classroom management; Higher education; Philippines.

1. Introduction

Teaching has evolved into a multifaceted profession that requires educators to possess not only subject matter expertise but also strong pedagogical competence, classroom management skills, emotional intelligence, and the ability to adapt to rapidly changing educational environments. The increasing diversity of learners, technological transformation, curriculum reforms, and heightened expectations for educational quality have intensified the complexity of classroom instruction across higher education institutions worldwide. Consequently, teachers are confronted with numerous challenges that affect both instructional delivery and student learning outcomes. Classroom challenges encompass a wide range of issues, including disruptive student behavior, varying academic preparedness, learner diversity, limited instructional resources, large class sizes, insufficient technological support, assessment difficulties, and increasing administrative responsibilities. These challenges may reduce teaching effectiveness, contribute to occupational stress, and negatively influence teachers' professional satisfaction if not effectively



managed. Conversely, teachers who possess adaptive coping strategies are more capable of maintaining productive learning environments despite these challenges. Recent educational research emphasizes that effective coping strategies—including collaborative learning, reflective teaching, professional development, emotional regulation, instructional innovation, and peer support—enhance teacher resilience and improve classroom effectiveness. Teacher resilience has become an essential component of sustainable educational quality because resilient teachers are more likely to remain motivated, maintain instructional quality, and positively influence student achievement despite workplace adversities. Within the Philippine educational system, higher education institutions continue to experience significant changes driven by educational reforms, digital transformation, accreditation requirements, and internationalization initiatives. These developments have expanded teachers' professional responsibilities while simultaneously increasing classroom demands. Although numerous studies have investigated classroom management in basic education, relatively few have focused on classroom challenges encountered by faculty members in state higher education institutions, particularly those located in culturally diverse and geographically isolated regions. Sulu State College, located in the province of Sulu in the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM), operates within a unique educational context characterized by cultural diversity, multilingual classrooms, varying socioeconomic backgrounds of students, and evolving institutional priorities. Teachers are expected to deliver quality instruction while addressing contextual realities that may influence classroom dynamics and student engagement. Understanding these localized experiences is essential for developing responsive institutional policies and faculty support mechanisms. Despite the importance of teacher effectiveness in achieving quality higher education, empirical evidence regarding the classroom challenges and coping strategies of teachers in Sulu remains limited. Existing studies have largely concentrated on urban educational settings, leaving a significant gap in understanding the realities faced by educators in geographically and culturally distinct institutions. Addressing this gap is necessary to inform evidence-based interventions that strengthen teaching quality and institutional effectiveness. Anchored on Lazarus and Folkman's Transactional Theory of Stress and Coping (1984) and Bandura's Social Cognitive Theory (1986), this study posits that teachers continuously evaluate classroom demands and utilize cognitive, behavioral, and environmental resources to manage instructional challenges effectively. These theoretical perspectives provide a framework for understanding how teachers respond to stressors while maintaining professional competence and instructional performance.

2. Objectives of the Study

The purposed of this study is to assess the classroom problems encountered by teachers among senior high school students at Sulu State College, Jolo, Sulu in terms of behavioral problems and academic problems. Specifically, it would answer the following questions:

1. What are demographic profile of the teachers' respondents in terms of gender, age, highest educational attainment and length of experience in teaching?
2. What are the behavioral problems encountered by Sulu State College?
3. What are the academic problems encountered in Sulu State College?
4. Is there a significant difference on the behavioral problems encountered by teachers when data are grouped according their demographic profile?
5. Is there a significant difference on the academic problems encountered by teachers when data are grouped according their demographic profile?
6. Is there a significant relationship between behavioral problems and academic problems encountered by teachers of Sulu State College?

Hypotheses

H1 – There is no significant difference on the behavioral problems encountered by teachers when data are grouped according their demographic profile.

H2 – There is no significant difference on the academic problems encountered by teachers when data are grouped according their demographic profile.

H3 – There is no significant relationship between behavioral problems and academic problems encountered by teachers of Sulu State College.

3. METHODOLOGY

This chapter presented the method of research, locale of the study, respondents of the study, sampling technique, research instrument, data-gathering procedure, research instrument and the data analysis.

Research Design

This study is a descriptive research. Descriptive research, according to Kelley, K. (2003), it describes and interprets what is. It is concerned with the conditions or relationships that exist, opinions that are held, processes known as that are going on, effects that are evident, or trends that are developing.

Research Locale

This study was conducted at Sulu State College, Capitol Site, Jolo, Sulu. Specifically, it involves the senior high teachers.

Respondents of the Study

The respondents of the study were the teachers of Sulu State College, Jolo, Sulu. A total of 18 teachers assigned in the Senior High School were chosen as respondents purposely.

Sampling Design

The sampling technique used in this research was the purposive sampling technique, which means that the researcher had purposively chosen eighteen (18) teachers from Senior High School, Sulu State College, Jolo, Sulu, utilizing seven (7) males and eleven (11) females. As the sample was selected purposively hence, it comes under purposive sampling.

Data Gathering Procedure

The first step applied by the researcher was secured a permit from the Senior High School Coordinator by presenting a request letter signed by the researcher and it was approved by the Senior High School Coordinator.

After receiving the duly approved request letter, the researcher went one by one to the teachers-respondents for lunching of the questionnaire. The observations were conducted within the bounds of the classroom. The survey was completed during second semester of School Year 2019–2020. Few minutes was allotted in explaining the selected teachers-respondents the procedures of answering the questionnaire. These directions also helped to minimize observer bias. Subjects were read, sign the informed consent form, then fill-out the necessary data required for in the questionnaire. When finished, they were asked to submit the questionnaire to the researcher. Data extracted from the questionnaire were classified, organized and tabulated accordingly.

Research Instrument

To answer the specific problems in the study, the instrument developed by Mohammad Salem Al-Amarat (2011), was used in order to achieve the aimed of the study. This questionnaire has 35 items: 19 items for behavioral problems and 16 items for academic problems that were answered by simply marking the answer with √ in the corresponding column.

Data Analysis

The researcher handed the survey questionnaire in a manner of strict and proper distribution. The gathered data undergo careful evaluation and analysis. For the demographic profile and classroom problems statements, the researcher made used of corresponding numerical value to present the data as follows:

Frequency and percentage to analyze was used to measure the proportion of the profile of the teacher-respondents. (Q1).

The Likert scale with 5-point rating was used to describe the classroom problems encountered by teachers-respondents' as based from their daily class within the given 35 statements from the questionnaire. The given scale used to interpret the result of the data gathered were: Always (A): 4.50 – 5.00; Oftentimes (O): 3.50 – 4.49; Sometimes (So): 2.50 – 3.49; Seldom (Se): 1.50 – 2.49; Never (N): 1.00 – 1.49. The mean and standard deviation were used to determine the level of the classroom problems encountered by senior high school teachers which are classified to academic problems and behavioral problems (Q2 & Q3).

T-test and ANOVA were employed to determine the significant differences on the behavioral and the academic problems encountered by senior high school teachers when data were grouped according their demographic profile (Q4 & Q5).

Pearson r correlation was used to analyzed significant relationship between behavioral problems and academic problems encountered by senior high school teachers of Sulu State College (Q6).

4. RESULTS AND DISCUSSIONS

This chapter discusses the presentation, analysis and interpretations of data. The presentation of data follows the sequence of the presentation of statement of the problems in chapter 1. The analysis and interpretation of data used the statistical treatment as specified in chapter 3.

The presentation of the results was discussed from the profiles of the respondents then proceeds to the presentations of the main problem of the study which was to determine the level of the classroom problems encountered by senior high school teachers in terms of behavioral problems and academic problems, the significant differences of these classroom problems when data are grouped according to respondents' demographic profile, and the significant relationship between behavioral problems and academic problems encountered by senior high school teachers of Sulu State College.

1. Demographic profile of the teachers' respondents in terms of;

- 1.1. Sex
- 1.2. Age
- 1.3. Highest Educational Attainment
- 1.4. Length of Experience in Teaching

1.1. In terms of Sex

Table 1.1 presents the profile of the respondents in terms of sex. It shows that 7 or 38.89% are male respondents and 11 or 61.11% are female. This indicates that majority of the respondents are female.

Table 1.1
Profile of the Teachers' Respondents in Terms of Sex

Gender	Frequency	Percentage
Male	7	38.89%
Female	11	61.11%
Total	18	100%

1.2. In terms of Age

Table 1.2 presents the profile of the respondents in term of age. Out of 18 teachers-respondents, 9 or 50% belong to below 35 years old; 4 or 22.22% belongs to bracket of 35 years old to 44 years of age; and 45 years old and above constitute 27.78%. Table 1.2 clearly shows that majority of the respondents are below 35 years old.

Table 1.2
Profile of the Teachers' Respondents in Terms of Age

Age	Frequency	Percentage
Below 35 years old	9	50%

35 years old – 44 years old	4	22.22%
45 years old and above	5	27.78%
Total	18	100%

1.3. In terms of Highest Educational Attainment

It can be seen in Table 1.3 on the next page that five (27.78%) of the teachers-respondents have earned master's units. Seven (38.59%) have already finished their master's degree and three (16.67%) who have master's degree with doctoral units. A very significant number- three or 16.67 percent of the teachers' in senior high school have doctoral degree. In general, this data shows that faculty members give high importance in pursuing and achieving higher education. It is also attributed to the policy of Dep-Ed that regular permanent teachers should at least have master's units. It also underscores that despite the demanding tasks of a teacher couple with family responsibilities, continuing education was still a priority.

Table 1.3

Profile of the Respondents in Terms of highest educational attainment

Highest Educational Attainment	Frequency	Percentage
Bachelor's Degree	0	0%
With MA units	5	27.78%
Master's Degree	7	38.59%
With Doctoral units	3	16.67
Doctoral Degree	3	16.67%
Total	18	100%

1.4. In terms of Length of Experience in Teaching

In table 1.4, shows that out of eighteen instructors, there are eleven (11) or 61.11% considering the instructors' having five (5) years and below in teaching experience and there are seven (7) or 38.89% of teachers have more than five (5) years in teaching experience. In totality, there are more teachers who are above five (5) years in service than those of the other teachers in terms of length of teaching experience.

Table 1.3

Profiles of the Teachers' Respondents in Terms of Length of Experience

Length of Experience	Frequency	Percentage
5 years and below	11	61.11%
Above 5 years	7	38.89%
Total	18	100%

2. The level of classroom problems encountered by teachers

in terms of behavioral problems

Table 2 reflects the classroom problems encountered by teachers in terms of behavioral problems in Senior High School, Sulu State College. It can be gleaned from this table that, generally the teacher-respondents obtained a weighted mean score of 2.92 with a SD= 0.232 which is rated as "Sometimes" on the level of the classroom problems met by teacher in terms of behavioral problems. This means that most of the teacher-respondents generally, at times encountered behavioral problems in the classroom. This result implies that senior high school teachers of Sulu State

College believed that behavioral problems among students occurred from time to time in the Senior High School Department, Sulu State College.

Table 2
Level of Classroom Problems Encountered by Teachers
In Terms of Behavioral Problems

Statement	Mean	S.D.	Description
A. Behavioral Problems			
1. Releasing of sounds during preoccupation in teaching and explanation of the lesson.	2.89	1.641	Sometimes
2. Dispersion of the students attention to his fear, and uncertainty	2.80	1.043	Sometimes
3. Students ignore the teachers instructions, orders and their comment	2.72	1.018	Sometimes
4. Harassment and abuse other students	1.78	0.943	Seldom
5. Speak loud during the collective answer to the questions	3.17	1.505	Sometimes
6. Not participating in the corporate learning groups during the respond to the class questions	3.39	1.290	Sometimes
7. Playing and using mobiles during the class.	2.94	1.552	Sometimes
8. The frequent attempts of cheating during examinations	3.28	1.708	Sometimes
9. Lack of concern in the performance of educational activities and homework	3.61	1.243	Oftentimes
10. Show adulthood and draw attention to some students	3.89	1.323	Oftentimes
11. Teachers use violence when dealing with students	1.83	1.249	Seldom
12. The ineffectiveness of the teachers' behavior of the implementation of school discipline instructions	2.83	1.505	Sometimes
13. The weakness of the teachers' personality, and his/her failure to controlling the class	2.44	0.922	Seldom
14. Overcrowded classrooms with students.	3.22	1.478	Sometimes
15. A lack of communication and interaction between teachers and students during the class.	2.33	1.188	Seldom
16. Teacher bias against students	2.00	1.237	Seldom
17. Teacher asked students to behave naturally, without specifying the standards of classroom conduct	3.61	1.037	Oftentimes
18. The high reaction of the teacher to preserve his dignity	3.44	0.984	Sometimes
19. The tough superior behaviors by teachers.	3.33	1.188	Sometimes
Total	2.92	0.232	Sometimes

Legend: (5) 4.50 – 5.00 = Always; (4) 3.50 – 4.49 = Oftentimes; (3) 2.50 – 3.49 = Sometimes;

(2) $1.50 - 2.49 = \text{Seldom}$; (1) $1.00 - 1.49 = \text{Never}$

3. The Level of Classroom Problems Encountered by Teachers

in terms Academic Problems

A close inspection of the table 3 reveals that generally, the average weighted mean of 3.40 (SD=0.195) of teachers' responses on the statements of classroom problems encountered by them in terms of academic problems in Senior High School, Sulu State College fall under "Sometimes" level. This means that the teachers-respondents observed academic problems towards students because majority of the students achieved low level in terms of academic achievement. This result implies that in the setting of classroom problems, senior high school teachers of Sulu State College believed that they are at times facing academic problems among students.

Table 3

Level of Classroom Problems Encountered by Teacher in terms Academic Problems

Statement	Mean	S.D.	Description
B. Academic Problems			
20. Low level of academic achievement of students.	3.44	1.504	Sometimes
21. Lack of attention during the explanation.	3.67	1.237	Oftentimes
22. The lack of preparation prior to the class	3.39	1.420	Sometimes
23. Weakness and capacity of the students to express themselves.	4.06	0.998	Oftentimes
24. Failure to do homework	3.56	1.097	Oftentimes
25. The weakness incorporation in prerequisites classes.	3.44	0.784	Sometimes
26. The teachers' failure to deliver information to the students.	2.61	1.037	Sometimes
27. The teachers' emphasis on memorizing and filling the minds of students with information.	3.33	0.970	Sometimes
28. Learning difficulties among some of the students	3.50	1.200	Oftentimes
29. Lack of objectivity when assessing the works of the students	3.33	1.029	Sometimes
30. Lack of thrill and excitement in education activities.	3.44	1.149	Sometimes
31. The lack of quantity of the educational material presenting to students.	3.94	0.802	Oftentimes
32. Lack of appropriate subjects to levels of students.	3.11	0.900	Sometimes
33. The sensation of the teacher is fixed and stationary in the classroom activities.	3.33	0.970	Sometimes
34. Pace of the teacher to give educational material without proving break for a student.	3.06	1.056	Sometimes
35. Informal arrangement of materials, devices and means by teachers.	3.22	1.060	Sometimes

Total	3.40	0.195	Sometimes
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*Legend: (5) 4.50 – 5.00 = Always; (4) 3.50 – 4.49 = Oftentimes; (3) 2.50 – 3.49 = Sometimes;
(2) 1.50 – 2.49 = Seldom; (1) 1.00 – 1.49 = Never*

Overall Mean of the Classroom Problems Encountered by Senior High School Teachers

Table 3.1 shows the overall mean of the classroom problems encountered by teachers in terms of behavioral problems and academic problems in Senior High School, Sulu State College. It can be gleaned from this table that, generally the teacher-respondents obtained an overall weighted mean score of 3.16 which is rated as “Sometimes” on the level of the classroom problems encountered by teacher in terms of behavioral problems and academic problems. This means that majority of the teacher-respondents generally, at times encountered behavioral problems and academic problems in the classroom.

This result is coinciding with the work of Owidat & Hamdi (1997). According to Owidat & Hamdi (1997), the school behavioral problems considered the most dangerous ones, which face the components of the educational process (teachers, principals, parents, and supervisors). The disorder, properties vandalism, violence against teachers and student, ignore the teacher’s instructions and orders are the matters that may threaten the educational process. Students that practice disruptive behavior can cause disciplinary problems in the classroom and have negative efforts on student, it may also lead to low academic achievement.

Table 3.1

Overall Weighted Mean of Behavioral and Academic Classroom Problems Encountered by Senior High School Teachers

Classroom Problems	Mean	Description
A. Behavioral Problems	2.92	Sometimes
B. Academic Problems	3.40	Sometimes
Total	3.16	Sometimes

*Legend: (5) 4.50 – 5.00 = Always; (4) 3.50 – 4.49 = Oftentimes; (3) 2.50 – 3.49 = Sometimes;
(2) 1.50 – 2.49 = Seldom; (1) 1.00 – 1.49 = Never*

4. The significant difference of the behavioral problems encountered by teachers when data are grouped according to sex, age, highest educational attainment and length of experience in teaching

4.1. In terms of sex

Table 4.1 presents the significant difference of the behavioral problems encountered by teachers when data are grouped according to sex.

Table 4.1

Significant Difference of the Behavioral Problems Encountered by Teachers in terms of Sex

Profile		Mean Response	t-value	p-value	Decision on H₁	Interpretation
Sex	Male	3.113	1.359	0.1825	Accept H ₁	Not Significant
	Female	2.823				

alpha set at 0.05 level of confidence

Table 4.1 reveals that t-computed value is 1.359 and p-value is 0.1825 at $\alpha=0.05$ level of significance. This shows that p-value is greater than the level of significance. Thus, that the null hypothesis which states “There is no significant difference of the behavioral problems encountered by teachers in terms of sex” is Accepted. This means that both male and female teachers have almost same level of behavioral problems encountered in the classroom.

4.2. In terms of age

Table 4.2

Significant Difference of the Behavioral Problems Encountered by Teachers when data are grouped according to age

Profile		Mean Response	F-value	p-value	Decision on H_1	Interpretation
Age	Below 35 years old	2.754	1.369	0.2630	Accept H_1	Not Significant
	35 – 44 years old	3.066				
	45 years old & above	3.158				

alpha set at 0.05 level of confidence

Table 4.2 presents the significant difference of the behavioral problems encountered by teachers in terms of their age. Here, we can see that F-value is 1.369 and p-value is 0.2630 for the alpha level selected ($\alpha=0.05$). Therefore, we have evidence to “Accept” the null hypothesis and no further analyses are performed.

4.3. In terms of highest educational attainment

Table 4.3

Significant Difference of the Behavioral Problems Encountered by Teachers when data are grouped according to highest educational attainment

Profile		Mean Response	F-value	p-value	Decision on H_1	Interpretation
Highest Educational Attainment	With MA unit's	3.253	2.409	0.074	Accept H_1	Not Significant
	Master's Degree	2.606				
	W/ Doctoral Unit	3.228				
	Doctoral Degree	3.070				

alpha set at 0.05 level of confidence

Table 4.3 reveals that the p-value of 0.074 is greater than the level of significance at $\alpha=0.05$ at F-value of 2.409. The null hypothesis is “Accepted”. This indicates that there is no significant difference of the behavioral problems encountered by teachers in terms of their highest educational attainment.

4.4. In terms of length of experience in teaching

Table 4.4

Significant Difference of the Behavioral Problems Encountered by Teachers in terms of length of experience in teaching

Profile		Mean Response	t-value	p-value	Decision on H_1	Interpretation
Length of Experience in Teaching	Above (5) years	3.000	0.4399	0.6626	Accept H_1	Not Significant
	5 years & below	2.895				

alpha set at 0.05 level of confidence

Table 4.4 reveals that t-computed value is 0.4399 and p-value is 0.6625 at $\alpha=0.05$ level of significance. This shows that p-value is greater than the level of significance. Thus, that the null hypothesis which states “There is no

significant difference of the behavioral problems encountered by teachers in terms of highest educational attainment” is Accepted. This means that whether the teachers have been in the service for more than 5 years or less than 5 years, still they encountered almost same level of behavioral problems in the classroom.

5. The significant difference of the academic problems encountered by teachers

when data are grouped according their demographic profile

5.1. In terms of sex

Table 5.1 showed that the *t*-computed value is 0.7030 and the *p*-value is 0.4874 which is greater than the level of significant at $\alpha=0.05$. Therefore, the null hypothesis which states “There is no significant difference of the academic problems encountered by teachers in terms of sex” is accepted. This means that both male and female teachers have encountered almost same level of academic problems of the students.

Table 5.1

Significant Difference of the Academic Problems Encountered by Teachers in terms of Sex

Profile		Mean Response	t-value	p-value	Decision on H_2	Interpretation
Sex	Male	3.473	0.7030	0.4874	Accept H_2	Not Significant
	Female	3.375				

alpha set at 0.05 level of confidence

5.2. In terms of age

Table 5.2 presents the significant difference of the academic problems encountered by teachers in terms of age at the school of Senior High, Sulu State College, Jolo, Sulu when data are categorized according to their age. Here, we can see the *F*-value of 3.547 and the *p*-value of 0.0371 which is less than the level of significant at $\alpha=0.05$. Therefore, we have evidence to reject the null hypothesis and say that at least one of the three samples have significantly different means and thus belong to an entirely different population. Now to check which samples have different means, we will take the Bonferroni approach and perform the post hoc test using *t*-Test: two-sample assuming equal variances.

From Table 4.2-A, Table 4.2-B and Table 4.2-C on the next page, here, we can see that the *p*-value of (A vs C) and (B vs C) is less than the alpha level selected ($\alpha = 0.05$). This means that groups A and B and groups B and C have less than 5% chance of belonging to the same population. Whereas for (A vs B) it is much greater than the significance level. This means that A and B belong to the same population. So, it is clear that C (45 years old and above) belongs to an entirely different population. Or we can say that the 45 years old and above had a significant effect on the academic performance of students because most of the older teachers at senior high school of Sulu State College are motherly/fatherly to the students. It means they are more patient and their experience not just a teacher but a mother/father which is actually helped in improving the academic results of the students.

Table 5.2

ANOVA Summary Table for Significant Different of the Academic Problems Encountered by Teachers in terms of Age

Profile		Mean Response	F-value	p-value	Decision on H_2	Interpretation
Age	Below 35 years old	3.299	3.547	0.0371	Reject H_2	Significant
	35 – 44 years old	3.297				
	45 years old & above	3.713				

alpha set at 0.05 level of confidence

Table 5.2-A. Computed t-Value between Means of A and B

Age	Mean	Mean Difference	SD	t-Computed Value	Sig.
A. Below 35 years old	3.299	0.002	0.3339	0.0131	0.4948
B. 35 yrs old – 44 yrs old	3.297		0.4105		

Table 5.2-B. Computed t-Value between Means of B and C

Age	Mean	Mean Difference	SD	t-Computed Value	Sig.
B. 35 yrs old – 44 yrs old	3.297	-0.416	0.4105	-2.0397	0.0251
C. 45 yrs old & above	3.713		0.7042		

Table 5.2-C. Computed t-Value between Means of A and C

Age	Mean	Mean Difference	SD	t-Computed Value	Sig.
A. Below 35 years old	3.299	-0.414	0.3339	-2.1244	0.0210
C. 45 yrs old & above	3.713		0.7042		

5.3. In terms of highest educational attainment

Table 5.3 reveals the *F*-computed value is 2.0993 and the *p*-value is 0.1098 which is greater than the level of significant at =0.05. Therefore, the null hypothesis is “Accepted”. This indicates that there is no significant difference of the academic problems encountered by teachers in terms of their highest educational attainment.

Table 5.3

ANOVA Summary Table for Significant Different of the Academic Problems Encountered by Teachers in terms of Highest Educational Attainment

Profile		Mean Response	F-value	p-value	Decision on H ₂	Interpretation
Highest Educational Attainment	With MA unit's	3.613	2.099	0.1098	Accept H ₂	Not Significant
	Master's Degree	3.161				
	W/ Doctoral Unit	3.563				
	Doctoral Degree	3.583				

alpha set at 0.05 level of confidence

5.4. In terms of length of experience in teaching

As shown from Table 5.4, the *t*-computed value is 1.5176 and the *p*-value of 0.1396 is greater than the level of significant at =0.05. Thus, that the null hypothesis which states “There is no significant difference of the academic problems encountered by teachers in terms of length of experience in teaching” is accepted. This means that both male and female teachers have encountered almost same level of academic problems of the senior high school students.

Table 5.4

Significant Difference of the Academic Problems Encountered by Teachers in terms of Length of Experience in Teaching

Profile		Mean Response	F-value	p-value	Decision on H ₂	Interpretation
Highest Educational Attainment	With MA unit's	3.613	2.099	0.1098	Accept H ₂	Not Significant
	Master's Degree	3.161				
	W/ Doctoral Unit	3.563				
	Doctoral Degree	3.583				

alpha set at 0.05 level of confidence

6. The significant relationship between behavioral problems and academic problems encountered by senior high school teachers of Sulu State College

Table 6 shows the Pearson r correlation coefficient. The significant value of 0.5278 and the p-value of 0.0063 described as there is a significant relationship exist between the behavioral problems and the academic problems encountered by senior high school teachers of Sulu State College. This finding means that senior high school students of Sulu State College with behavioral issues are more likely to struggle academically, and on the other hand, students with academic difficulties may exhibit behavioral problems. These issues can negatively impact both individual student and the overall learning environment of the senior high school department of Sulu State College.

Table 6. significant relationship between behavioral problems and academic problems encountered by senior high school teachers

Profile		Mean Response	t-value	p-value	Decision on H ₂	Interpretation
Length of Experience in Teaching	5 years & below	3.523	1.5176	0.1396	Accept H ₂	Not Significant
	Above (5) years	3.250				

Correlation Coefficient is significant at alpha 0.01

Correlation Coefficient Scales Adopted from De Vaus's (2002):

0.10-0.29 =Low; 0.30-0.49 =Moderate; 0.50-0.69 =Substantial; 0.70-0.89 =Very Strong;

0.90-0.99 =Near Perfect; 1.00 = Perfect Relationship

7. CONCLUSIONS

The following are the conclusions made based of the findings of this study:

In this study, female teachers teaching at Senior High School in Sulu State College are almost double in number as against male teachers and majority of them are age below 35 years old. Most of the teachers' highest educational attainment are master's degree graduates and have rendered service from 5 years and below in terms of teaching.

The responses on what level of behavioral problems encountered by teachers in the classroom, obtained a weighted mean rated "Sometimes".

The responses on what level of academic problems encountered by teachers in the classroom, obtained a weighted mean rated "Sometimes". Specifically, the overall weighted mean score of the teachers' responses on the level of the behavioral problems and academic problems encountered by them in the classroom were rated "Sometimes".

Generally, there is no significant differences of the behavioral problems encountered by teachers among senior high school students when data are grouped according to sex, age, highest educational attainment and length of experience in teaching. Therefore, the null hypothesis that there is no significant differences of the behavioral problems encountered by teachers in the classroom at the School of Senior High when data are grouped according to their demographic profile is accepted.

There is no significant differences of the academic problems encountered by teachers among senior high school students when data are grouped according to sex, highest educational attainment and length of experience in teaching but there exist a significant difference of the academic problems encountered by teachers when data are grouped according to their age. Therefore, the second null hypothesis that is no significant differences of the academic problems encountered by teachers when data are grouped according to sex, highest educational attainment and length of experience in teaching are accepted, however, we reject the null hypothesis when data are grouped according to their age.

There is a significant relationship exist between the behavioral problems and the academic problems encountered by senior high school teachers of Sulu State College.

Recommendations

Based on the above findings and conclusions, the following recommendations are hereby forwarded in this study:

1. Increase cooperation between senior high school teachers, coordinator and the administration to reduce the behavioral problems and the academic problems encountered by teachers in the classroom.
2. Administrator should conduct a seminar-training to train teachers on how to deal with the senior high school student behavioral problems, and cooperation between administrator and teachers to implement a number of school rules and regulations to discipline student behavior in the classroom.
3. Administrator should improve the physical environment of the classroom for teaching and learning process to develop a positive academic achievements of the students.
4. Perform similar studies in the future to identify the problems in the classroom from the students' point of view.

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