



CLASSROOM MANAGEMENT EFFECTIVENESS IN PUBLIC JUNIOR HIGH SCHOOLS: THE PREDICTIVE ROLE OF TEACHER ATTITUDES TOWARD INCLUSIVE EDUCATION AND PERCEIVED ADMINISTRATIVE SUPPORT

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ABSTRACT

Classroom management challenges in inclusive junior high school settings remain a persistent concern. This study aimed to determine the significance of teachers' attitudes toward inclusive education and perceived administrative support in predicting classroom management effectiveness among 127 teachers using a quantitative correlational design. Findings revealed that both attitudes and administrative support were significantly correlated with classroom management effectiveness, yet only attitudes significantly influenced the outcome ($p = 0.000$), while administrative support showed no direct effect ($p = 0.103$). Hence, although the model demonstrated a good fit, only the personal factor aligned with Social Cognitive Theory, suggesting the need for further research to examine additional variables that may strengthen the predictive framework for effective inclusive classroom management.

INDEXTERMS - Inclusive Education, Classroom Management Effectiveness, Teachers' Attitudes, Administrative Support

I. INTRODUCTION

1.1. The Problem and Its Scope

Ineffective classroom management remains a critical concern in inclusive education. Teachers managing learners with special educational needs alongside their peers often present persistent difficulties (Akin, 2021). Globally, ineffective classroom management in inclusive settings continues to be a pressing issue. Studies from the United States, Europe, Indonesia, and Australia report ongoing difficulties in managing inclusive classrooms effectively (Salama et al., 2025; Aslan & Sucuoğlu, 2022; Hepburn & Beamish, 2020).

In the Philippine context, ineffective classroom management has been reported to be true among Filipino teachers, especially in handling learners with special educational needs (Jimenez, 2025; Bestre & Budeng, 2023). Classroom management difficulties have also been documented in secondary schools (Barco, 2024). Local studies further indicate that teachers in Camarines Norte and Davao City continue to experience ineffective management of inclusive classrooms (Marmol-Dado, 2024; Bacus, 2024). Poorly managed classrooms are associated with decreased student engagement, reduced participation, and lower academic performance, as well as increased behavioral disruptions and limited opportunities for meaningful interaction among learners (Paynandos & Doronio, 2025; Vakili, 2024). In inclusive settings, these consequences are more pronounced, as ineffective management can restrict access to learning and social participation for students with special educational needs, ultimately undermining the goals of inclusive education and negatively affecting students' academic and social development (Herlinawati & Rindaningsih, 2024). It is for these reasons that this study was conducted.

1.2. Significance of the Study

This study analyzes classroom management effectiveness in inclusive junior high schools, emphasizing teachers' attitudes toward inclusion and perceived administrative support. Its findings inform the Department of Education (DepEd) and policymakers in improving training, policies, and resource allocation for inclusive education. School leaders gain insight into how their support affects classroom management, while general and SPED teachers receive guidance on adapting strategies to better serve diverse learners. Ultimately, students with special needs benefit from improved classroom environments, and future researchers can use the study as a reference for further work on inclusive education.

1.3. Statement of the Problem

This study aimed to determine the significance of the impact of Teachers' Attitudes and Perceived Administrative Support as predictors of classroom management effectiveness in an inclusive junior high school.

Specifically, it aimed:

1. To determine the levels of classroom management effectiveness as perceived by the respondents in terms of seating arrangement, student teacher relationship, time management, use of writing board, classroom norms, conducive environment, and appropriate instructional materials; teachers' attitudes toward inclusive education in terms of cognitive,



affective, behavior; perceived administrative support in terms of emotional, instrumental, informational, and appraisal in inclusive junior high school.

- To determine the significance of the correlation between classroom management effectiveness and teachers' attitudes toward inclusive education, and the perceived administrative support in inclusive junior high schools.
- To determine the significance of the model for classroom management effectiveness in inclusive junior high schools using teachers' attitudes and perceived administrative support as predictors.

1.4. Hypotheses

The hypotheses were tested at a 0.05 level of significance:

H0: Teachers' attitudes and perceived administrative support do not significantly correlate with classroom management effectiveness in inclusive junior high schools.

H0: The predictive model for classroom management effectiveness in inclusive junior high schools using Teachers' attitudes and perceived administrative support as predictors, is not significant.

1.5. Theoretical / Conceptual Framework

This study is anchored on Albert Bandura's (1986) Social Cognitive Theory, which explains human behavior as the result of the dynamic interaction among personal factors, behavioral patterns, and environmental influences. The theory assumes that individuals' actions are shaped not only by internal beliefs and attitudes but also by external conditions and social contexts that interact to influence behavior (Nickerson, 2025).

In this study, classroom management effectiveness represents the human behavior mentioned in the theory, indicated by seating arrangement, student-teacher relationship, time management, use of the writing board, classroom norms, a conducive environment, appropriate instructional materials, and feedback (Asif et al., 2023; Sinakou et al., 2022). Meanwhile, teachers' attitudes toward inclusive education serve as a predictive variable, indicated by cognitive, affective, and behavioral dimensions (Ding & Hong, 2024), representing the personal factors in the theory. Another predictive variable, perceived administrative support, indicated by emotional, instrumental, informational, and appraisal support (Seymour, 2019), represents the environmental influences component.

This study is delimited to the predictive role of personal and environmental factors on classroom management effectiveness as the observable behavioral outcome. The behavioral pattern element is not included.

II. RESEARCH METHODOLOGY

The methodology section outlines the plan and method that how the study is conducted. This includes Research Design, Locale of the Study, Sample and Sampling Technique, Data Gathering Technique, Data Analysis Technique, and Ethical Consideration. The details are as follows;

2.1. Research Design

This study utilized the predictive research design. It is a quantitative approach used to determine how well one or more predictor variables can forecast or estimate an outcome (criterion variable) using statistical techniques such as correlation and multiple linear regression (Ruan, 2024; Sun et al., 2023).

It is undertaken by identifying predictor and outcome variables, collecting quantitative data using validated instruments, and analyzing the data through regression analysis to determine the individual and combined predictive power of the variables and the amount of variance they explain in the outcome (McGibney, 2023; Lin et al., 2023).

2.2. Locale of the Study

This study was conducted in the Municipality of Lupon, located in the province of Davao Oriental in Region XI, in the southern part of the Philippines. Lupon is a first-class coastal municipality situated along the Davao Gulf and the national highway east of Davao City, with a population of approximately 66,979 distributed across 21 barangays. It is bordered by the municipalities of Banaybanay and San Isidro, making it accessible by land transportation and strategically positioned within the coastal corridor of Davao Oriental.

2.3. Sample and Sampling Technique

The study involved 185 junior high school teachers in the Lupon West District who handled inclusive classrooms as the target population, with no restrictions on rank, age, religion, or income (Keung et al., 2020). Using the Raosoft sample size calculator with a 5% margin of error and 95% confidence level, a sample of 127 teachers was determined as statistically adequate (Raosoft Inc., 2004; Sivasamy, 2023).

A simple random sampling technique was employed to ensure every member of the population has an equal and independent chance of being selected, making it effective for reducing bias and improving the representativeness of the sample in quantitative research (Saini & Yadav, 2023; Alvi, 2024). It is undertaken by identifying the target population, creating a complete sampling frame, assigning a unique number to each member, and using a random selection method such as a random number



generator or lottery to select the required sample size, ensuring that each individual has an equal probability of inclusion (Sharma, 2023; Etikan & Bala, 2023).

2.4. Data Gathering Technique

This study utilized the survey or questionnaire method as the primary data-gathering technique. This method is widely used in quantitative research because it employs structured, closed-ended items (e.g., Likert scales and multiple-choice questions) to collect standardized responses from a large number of participants, allowing for statistical analysis and generalization of findings (Saini & Yadav, 2023; Sun et al., 2023).

Three adopted and modified instruments were used: a classroom management effectiveness scale, a teachers' attitudes toward inclusive education scale, and a perceived administrative support scale, all derived from established measures (Asif et al., 2023; Ding & Hong, 2024; Seymour, 2019). The instruments were contextualized and validated for the study, and reliability testing yielded Cronbach's alpha values of at least 0.90, indicating high internal consistency of the questionnaires (Taber, 2023).

2.5. Data Analysis Technique

In this study, three statistical methods were used, namely descriptive statistics, correlation, and regression analysis. Descriptive statistics are basic quantitative methods used to summarize and describe data through measures such as frequency, percentage, mean, and standard deviation, providing a clear picture of the distribution and level of variables without examining relationships or making predictions (Sharma, 2023; Lin et al., 2023). They are undertaken by organizing the collected data, computing the necessary summary measures, and presenting the results in tables or charts with corresponding interpretations to describe the central tendency and variability of the dataset (Sun et al., 2023; McGibney, 2023).

Descriptive statistics, specifically mean and standard deviation, were used to determine the levels of classroom management effectiveness, teachers' attitudes toward inclusive education, and perceived administrative support using a four-point scale with corresponding descriptive interpretations. The Pearson Product-Moment Correlation was applied to examine the relationship between the predictive variables and the criterion variable, while multiple regression analysis was used to determine their individual and combined predictive influence on classroom management effectiveness.

The strength of prediction was interpreted using the beta (β) coefficient scale adapted from Cohen (1988) and Hair et al. (2019) where:

The beta (β) coefficient was interpreted as follows: ± 0.00 – ± 0.09 very low, ± 0.10 – ± 0.29 low, ± 0.30 – ± 0.49 moderate, ± 0.50 – ± 0.69 high, and ± 0.70 and above very high.

The descriptive mean ranges were interpreted using the following levels: 1.00–1.79 very low, 1.80–2.59 low, 2.60–3.39 moderate, 3.40–4.19 high, and 4.20–5.00 very high for classroom management effectiveness, teachers' attitudes toward inclusive education, and perceived administrative support.

2.6. Ethical Consideration

This study strictly observed ethical standards in conducting research involving junior high school teachers in inclusive settings. Informed consent was obtained from all participants, ensuring voluntary participation and confidentiality of responses. The research instruments were validated and tested for reliability to ensure data accuracy. Permission to conduct the study was secured from the Department of Education and school heads, and the research was reviewed and approved by the Society of Moral Integrity and Legal Ethics (SMILE) to ensure compliance with ethical and legal standards.

III. RESULTS AND DISCUSSION

This chapter contains the descriptive analysis of the data of the variables involved in the study, the correlation analysis between predictive and criterion variables, and the regression analysis of predictive variables on the criterion variable.

3.1. Descriptive Analysis

Table 1 is a descriptive table. It contained the level of Classroom Management Effectiveness, Attitudes Toward Inclusive Education, and Perceived Administrative Support among junior high school SPED teachers in the Lupon West District.

Variables	SD	Mean	Descriptive Level
Classroom Management Effectiveness	0.27	3.62	Very High
Seating Arrangement	0.43	3.51	Very High
Student Teacher Relationship	0.39	3.67	Very High
Time Management	0.40	3.65	Very High
Use of Writing Board	0.45	3.50	Very High
Classroom Norms	0.42	3.60	Very High
Conducive Environment	0.34	3.69	Very High



Appropriate Instructional Materials	0.42	3.62	Very High
Feedback	0.37	3.75	Very High
Attitudes toward Inclusive Education	0.34	3.61	Very High
Cognitive	0.45	3.59	Very High
Affective	0.45	3.57	Very High
Behavior	0.44	3.69	Very High
Perceived Administrative Support	0.58	3.11	High
Emotional	0.62	3.21	High
Instrumental	0.63	3.09	High
Informational	0.60	3.11	High
Appraisal	0.64	3.13	High

1.00-1.75 Very Low, 1.76-2.50 Low, 2.51-3.25 High, 3.36-4.00 Very High

Table 1 presents the levels of classroom management effectiveness, teachers' attitudes toward inclusive education, and perceived administrative support as perceived by junior high school SPED teachers in the Lupon West District. Classroom management effectiveness obtained an overall mean score of 3.62 (SD = 0.27), interpreted as very high, indicating that teachers consistently demonstrate effective classroom management practices in terms of seating arrangement, student-teacher relationship, time management, use of the writing board, classroom norms, conducive learning environment, and appropriate instructional materials.

Teachers' attitudes toward inclusive education likewise yielded an overall mean score of 3.61 (SD = 0.34), also described as very high. This suggests that respondents possess strongly positive attitudes toward inclusive education across cognitive, affective, and behavioral dimensions, reflecting their commitment to inclusive teaching practices and responsiveness to learners with special educational needs.

On the other hand, perceived administrative support registered an overall mean score of 3.11 (SD = 0.58), interpreted as high. This indicates that teachers generally perceive adequate administrative support in terms of emotional, instrumental, informational, and appraisal assistance in implementing inclusive education, although this variable obtained the lowest mean among the three factors examined.

The descriptive results show that classroom management effectiveness, teachers' attitudes toward inclusive education, and perceived administrative support among SPED teachers in Lupon West District are all at very good to high levels. This indicates that teachers are able to maintain structured, organized, and responsive learning environments and demonstrate strong professional commitment to inclusive practices. These findings support recent studies which show that SPED teachers generally exhibit strong classroom management skills and positive professional dispositions necessary for inclusive learning environments (Kaya, 2023; Iguis-Calinawan et al., 2024). Similarly, research affirms that positive teacher attitudes toward inclusion strengthen classroom engagement and support equitable learning experiences for diverse learners (Rosal-Oliverio et al., 2025).

The relatively high level of perceived administrative support also confirms that leadership practices contribute to a supportive instructional climate. Prior studies indicate that administrative backing, communication, and professional support enhance teachers' instructional confidence and classroom management practices in inclusive settings (Dye & Bowman, 2024; DeMatthews et al., 2023). Overall, the descriptive findings demonstrate that both teacher-related and organizational factors are well established in the district, creating favorable conditions for inclusive classroom management.

3.2. Correlation Analysis

Table 2 is the correlation table. It presents the relationship between attitudes toward inclusive education and classroom management effectiveness and the perceived administrative support and classroom management effectiveness among junior high school SPED teachers in the Lupon West District.

Variables	Pearson r-value	Strength	p-value	Decision on Ho	Interpretation
Attitudes toward Inclusive Education	0.451	Weak	0.000	Reject	Significant
Perceived Administrative Support	0.300	Weak	0.000	Reject	Significant

Table 2 presents the results of the correlation analysis. Attitudes toward inclusive education and perceived administrative support on classroom management effectiveness have a p-value of 0.000, indicating that the correlation is significant. The null hypothesis is rejected, meaning a significant relationship exists between attitudes toward inclusive education and perceived administrative support on classroom management effectiveness in inclusive junior high schools. This significant positive correlation



suggests that teachers with more favorable attitudes toward inclusive education and those who perceive stronger administrative support tend to demonstrate better classroom management effectiveness.

The correlational findings revealed that teachers' attitudes toward inclusive education and perceived administrative support are both significantly related to classroom management effectiveness. These results support existing research emphasizing that teachers' beliefs and institutional support systems are key determinants of successful inclusive classroom practices. Recent studies confirm that teachers with more positive attitudes toward inclusion demonstrate stronger classroom management competence and more effective instructional strategies (Woodcock, 2023; Visbal et al., 2025). Likewise, research highlights that administrative support enhances teachers' capacity to manage diverse classrooms through collaborative leadership, professional guidance, and shared responsibility (Ainscow, 2024; Martínez et al., 2023).

These findings are consistent with Albert Bandura's Social Cognitive Theory, which explains behavior as the interaction of personal, behavioral, and environmental factors. In this study, teachers' attitudes (personal factors) and administrative support (environmental influences) interact to strengthen classroom management practices (behavioral outcomes). The significant relationships found in this study therefore reinforce the theoretical assumption that both internal beliefs and external supports are essential in shaping effective teaching behavior in inclusive classrooms.

3.3. Regression Analysis

Table 3 is the regression table. It shows the independent variables, namely, attitudes toward inclusive education and perceived administrative support. Likewise, classroom management effectiveness among junior high school SPED teachers in the Lupon West District as the dependent variable.

Predictor	Estimate	Stand. Estimate	SE	t	p	Decision on Ho
Intercept	2.277		0.232	9.80	0.000	
Attitudes toward Inclusive Education	0.316	0.394	0.070	4.55	0.000	Reject
Perceived Administrative Support	0.066	0.142	0.040	1.64	0.103	Fail to Reject

$$R = 0.469, R^2 = 0.220, \text{Adjusted } R^2 = 0.207, F = 17.5, \text{Sig.} = 0.000$$

Table 3 presents the regression analysis between attitudes toward inclusive education, perceived administrative support, and classroom management effectiveness. The findings reveal a moderate positive relationship ($R = 0.469$) between the predictors and classroom management effectiveness. Moreover, 22% of the variance in classroom management effectiveness can be explained by the combined effect of attitudes toward inclusive education and perceived administrative support, with a highly significant p -value of 0.000, indicating that the regression model is a good fit for the data.

The results further show that attitudes toward inclusive education significantly predict classroom management effectiveness ($p = 0.000$), while perceived administrative support does not ($p = 0.103$). This means that even though the overall regression model is significant, only attitudes toward inclusive education contribute meaningfully to the prediction. In other words, teachers' positive attitudes toward inclusion strongly enhance their classroom management effectiveness, whereas administrative support alone does not exert a direct significant influence when both factors are considered together.

The regression analysis revealed that teachers' attitudes toward inclusive education significantly predict classroom management effectiveness, while perceived administrative support does not show a direct significant effect when both variables are considered together. This finding indicates that teachers' personal commitment to inclusion plays a more central role in shaping classroom management practices than administrative support alone. This result is consistent with recent studies showing that teachers' positive attitudes toward inclusion are strong predictors of effective classroom management, instructional adaptation, and learner engagement (Russell et al., 2023; Garrote et al., 2023). These studies emphasize that teachers who value inclusion are more proactive, flexible, and responsive in managing diverse classrooms.

However, the non-significant direct effect of administrative support suggests that its influence may be indirect. Previous research supports this interpretation, indicating that administrative support enhances teacher performance by strengthening teacher motivation, confidence, and professional capacity rather than directly determining classroom management outcomes (Werner et al., 2023; Wilson et al., 2023). This implies that while support systems are important, they operate through teacher attitudes and competencies before translating into observable classroom practices.

IV. CONCLUSIONS

4.1. Summary of Findings

Based on the statistical results, it was specifically found that:

1. Classroom management effectiveness, teachers' attitudes toward inclusive education, and perceived administrative support among junior high school SPED teachers in Lupon West District are all at a very good level.
2. Teachers' attitudes toward inclusive education and perceived administrative support have a significant positive correlation with classroom management effectiveness.



3. The regression model predicting classroom management effectiveness, with teachers' attitudes toward inclusive education and perceived administrative support as predictors, is statistically significant.

4.2. Contrasting Evidence from Previous Studies

Although the present study demonstrates significant predictive effects of teacher attitudes, some studies report contrasting findings. For instance, Suson (2024) found that positive teacher attitudes toward inclusion did not significantly translate into actual collaborative practices or implementation strategies in inclusive classrooms. This suggests that in some contexts, systemic or structural conditions may override individual teacher beliefs. This contrast indicates that the relationship between attitudes, support, and classroom management may vary depending on contextual factors such as school resources, leadership style, and training opportunities.

4.3. Overall Implications

Overall, the findings confirm that effective classroom management in inclusive junior high school settings is strongly associated with teachers' positive attitudes toward inclusive education and supported by administrative systems. The results highlight that strengthening teacher beliefs, commitment, and inclusive mindset is essential in improving classroom management practices. At the same time, continuous administrative support remains important in reinforcing teacher capability and sustaining inclusive school environments. These findings suggest that professional development programs, leadership support systems, and collaborative school cultures should be strengthened to enhance inclusive classroom management and ensure equitable learning opportunities for all students.

4.4. Conclusion

Based on the findings, it is concluded that teachers' attitudes toward inclusive education significantly predict classroom management effectiveness, while perceived administrative support plays a more indirect role. This conclusion affirms Albert Bandura's (1986) Social Cognitive Theory, which emphasizes that human behavior results from the dynamic interaction of personal factors, behavior, and environmental influences.

4.5. Recommendations

Based on the conclusion, it is recommended that educational institutions develop programs and professional development initiatives that strengthen teachers' positive attitudes toward inclusive education. School leaders should also create supportive environments that enhance teachers' confidence and commitment to inclusive practices. Furthermore, future research may consider other variables not covered in this study to account for the remaining 79.3% of unexplained variance in classroom management effectiveness among junior high school teachers in inclusive settings.

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