**Ingenious Solidarity and Classroom Social Control of Language Teachers in Public Secondary Schools**

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ABSTRACT

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| This study examined the relationship between ingenious solidarity, defined as teachers’ adaptive collaboration grounded in empathy, inclusivity, and shared purpose and classroom social control among public secondary language teachers in Banay-Banay District, Davao Oriental. Using a descriptive-correlational research design, a total of 139 teachers were surveyed using standardized questionnaires. The findings revealed that teachers exhibit a high level of ingenious solidarity and classroom social control. Correlation analysis indicated a moderate and significant positive relationship between ingenious solidarity and classroom social control. Further analysis revealed that the domains of ingenious solidarity in terms of collaborative learning, empathy, and inclusivity significantly influenced classroom social control, with inclusivity having the strongest effect, while cultural connection was not a significant predictor. Based on these findings, it is recommended that school administrators foster environments that encourage collaboration, empathy, and inclusivity in order to strengthen classroom control. Professional development programs focusing on these areas can help teachers build stronger relationships with students and colleagues, ultimately improving classroom dynamics. Additionally, creating a culture of inclusivity and shared responsibility can further enhance the overall classroom environment, contributing to effective social control. |

*Keywords*: Ingenious Solidarity, Classroom Social Control, Public Secondary Language Teachers, Descriptive-Correlational, Education

1. INTRODUCTION

Classroom social control remains a pressing challenge for language teachers in public secondary schools, particularly as they navigate complex dynamics involving student behavior, institutional expectations, and socio-cultural diversity. Teachers must maintain discipline and facilitate engagement in increasingly heterogeneous classrooms while upholding respect, inclusion, and equity (Romey, 2024). However, without effective social control strategies rooted in mutual understanding and cultural sensitivity, language teachers often face classroom disruptions, low participation, and student resistance, which hinder academic outcomes and compromise the quality of instruction. This persistent struggle underscores the urgent need to explore the mechanisms teachers use to assert social control in ways that are adaptive, relational, and contextually responsive (Burden, 2025).

In the United States, language educators often report a lack of culturally relevant disciplinary tools to manage linguistically diverse classrooms (Cho et al., 2020). In Zambia, where language instruction occurs in multilingual settings, educators face difficulty reconciling state policies with grassroots classroom realities, leading to breakdowns in teacher-student rapport (Staschen, 2020). Meanwhile, in Japan, teachers employ implicit authority and collectivist values to sustain order, but increasingly report tensions arising from globalized educational influences and growing student assertiveness (Hirose, 2022). These varied experiences suggest that classroom control is not merely about enforcement but involves deep interpersonal negotiation shaped by national and cultural contexts.

In the Philippines, public secondary language teachers encounter significant barriers in asserting classroom social control due to large class sizes, limited resources, and evolving student attitudes influenced by digital culture and shifting societal norms (Salayo & Geronimo, 2204). Language teachers, in particular, are tasked with fostering communicative competence while simultaneously maintaining classroom discipline—a dual responsibility that is both pedagogical and behavioral in nature. The lack of sustained support for teachers' classroom management strategies often results in reactive rather than proactive discipline, further straining teacher-student relationships and undermining the learning environment (Ly, 2024). These issues highlight a critical need to understand how Filipino educators, particularly in rural and marginalized contexts, exercise classroom control through culturally grounded and community-based practices.

Ingenious solidarity refers to the creative, context-sensitive strategies language teachers use to build mutual respect, shared responsibility, and interpersonal cohesion with their students. This form of solidarity enables teachers to assert social control not through coercion but through relational influence, emotional intelligence, and culturally resonant practices (Malgoubri, 2025). By fostering trust and communal values, teachers can cultivate a learning atmosphere where discipline is sustained collectively rather than imposed unilaterally (Pantazidis, 2024). Thus, examining how ingenious solidarity operates offers critical insight into more sustainable, humane forms of classroom social control, particularly in resource-constrained public school systems where formal disciplinary tools are limited.

Despite increasing attention to classroom management and teacher-student relationships, little empirical research has explored the role of indigenous, relational, and context-responsive strategies—what this study calls “ingenious solidarity”, in shaping classroom social control, especially among language teachers. Existing literature tends to focus on rule enforcement or institutional discipline frameworks without adequately capturing the lived, adaptive practices that teachers deploy in their everyday interactions with students. Moreover, there is a dearth of localized studies that explore how such strategies manifest in the Philippine context, leaving a crucial gap in understanding how cultural and communal ties can influence classroom governance.

This study aimed to determine the domains of ingenious solidarity that significantly influence classroom social control of public secondary school language teachers in Banay-Banay District, Division of Davao Oriental. By identifying and analyzing these domains, the study seeks to provide a deeper understanding of how language teachers creatively and collaboratively manage classroom dynamics, fostering an environment conducive to both discipline and meaningful learning.



**Figure 1:** Conceptual Framework of the Study

Source: Author’s work (2025)

**1.1 Statement of the Problem**

This study aimed to determine the domains of ingenious solidarity that significantly influence classroom social control of public secondary school teachers in Banay-Banay District, Division of Davao Oriental. More explicitly, the study sought to answer the following questions:

1. What is the level of ingenious solidarity of public secondary school heads in terms of:

1.1 Collaborative learning,

1.2 Cultural Connection,

1.3 Empathy, and

1.4 Inclusivity?

2. What is the level of classroom social control of public secondary school teachers in terms of:

2.1 Humanity,

2.2 Conscientiousness,

2.3 Sportsmanship,

2.4 Courtesy, and

2.5 Virtue?

3. Is there a significant relationship between the ingenious solidarity and classroom social control of public secondary school teachers?

4. Which domains of ingenious solidarity significantly influence classroom social control of teachers in public secondary schools?

**1.2 Hypotheses**

Ho1. There is no significant relationship between ingenious solidarity and classroom social control of public secondary school teachers.

Ho2. None of the domains of ingenious solidarity significantly influences classroom social control of teachers in public secondary schools.

2. methodology

**2.1 Research Design**

This study employed a non-experimental quantitative research design utilizing the correlational method. This approach was deemed appropriate for examining the degree of association between ingenious solidarity and classroom social control among language teachers in public secondary schools. As Baguio and Baguio (2025) emphasized, variables may be related either through shared patterns of variation or as a result of a common influencing factor. In this context, the correlational method enabled the researcher to determine whether the relational and culturally grounded practices of teachers are significantly linked to their ability to maintain social order and discipline in the classroom. By exploring the relationship between these two dimensions, the study aimed to uncover meaningful patterns that can inform teacher preparation, classroom management strategies, and policy interventions within the Banay-Banay District, Division of Davao Oriental.

**2.2 Research Respondents**

The respondents of this study were the 139 out of 215 teachers of public secondary schools from Banay-Banay District, Division of Davao Oriental, using Slovin’s Formula with a .05 margin of error, wherein the entire population was considered as respondents. They evaluated themselves and their colleagues through a survey questionnaire that was administered to them. The involved teachers had served the Department of Education for at least three years in public schools. This study was conducted from 2024 to 2025.

**2.3 Research Instrument**

The instruments used in this study were self-made survey questionnaires designed to assess the domains of ingenious solidarity and the classroom social control of language teachers in public secondary schools within the Banay-Banay District, Division of Davao Oriental. These instruments were developed by the researcher based on insights drawn from relevant literature and previous studies focusing on relational teaching practices, culturally responsive pedagogy, and classroom management strategies. Prior to the actual data collection, the draft questionnaires underwent face and content validation by a panel of experts in the fields of Educational Leadership, Educational Psychology, and Language Education. Based on the feedback and recommendations provided by the validators, appropriate revisions were made to improve clarity, ensure relevance, and align the items with the specific objectives of the study.

To establish the reliability and validity of the instruments, a pilot test was administered to 30 public secondary school language teachers from a neighboring district within the same division who were not included in the main study. The results of the pilot test showed high internal consistency, with a Cronbach’s Alpha of 0.990 for the Ingenious Solidarity subscale and 0.8820 for the Classroom Social Control subscale.

**2.4 Data Gathering Procedure**

# The data for this study were gathered through a series of systematic and ethically guided procedures. The researcher first secured an endorsement from the Dean of the Graduate School of Rizal Memorial Colleges and obtained ethical clearance from the institution’s Ethics Review Committee to ensure the protection of participants' rights and full compliance with research ethics. Following this, a formal request letter was submitted to the Office of the Schools Division Superintendent of Davao Oriental. Upon approval, the Division Office issued an endorsement letter addressed to the School Heads of public secondary schools within the Banay-Banay District, authorizing the conduct of the study in their respective schools.

# With all required permissions in place, the researcher conducted a pilot test of the survey instruments to assess their reliability and validity. During the pilot testing, participants were clearly informed about the purpose of the study and given detailed instructions on how to accomplish the questionnaire. Based on their feedback, the instruments were refined to improve clarity and ensure alignment with the study’s objectives. The finalized survey questionnaires were then administered to 136 public secondary school language teachers, selected through stratified sampling. After completion, the researcher personally collected the responses. The gathered data were then forwarded to a professional statistician for tallying, tabulation, and statistical analysis in accordance with the study’s research questions and objectives.

# 2.5 Data Analysis

To analyze the data collected and effectively address the research questions of this study, the following statistical tools were utilized:

Mean. This was used to determine the levels of ingenious solidarity and classroom social control among public secondary school language teachers. It provided an overall summary of the respondents’ ratings across specific items and domains, offering insight into general patterns of relational practices and classroom management strategies.

Pearson Product-Moment Correlation Coefficient (Pearson r). This statistical tool was employed to examine the degree of relationship between ingenious solidarity and classroom social control. It enabled the researcher to assess whether a statistically significant linear correlation existed between these two key variables.

Multiple Regression Analysis. This analysis was conducted to determine the extent to which specific domains of ingenious solidarity significantly predicted classroom social control. It helped identify which aspects of solidarity most strongly influenced teachers’ ability to maintain discipline and harmony in the classroom.

3. results and discussion

**3.1 Level of Ingenious Solidarity among Public Secondary Language Teachers**

Table 1. *Level of Ingenious Solidarity among Public Secondary Language Teachers*

|  |  |  |  |
| --- | --- | --- | --- |
| **Domains** | **SD** | **Mean** | **Descriptive Level** |
| Collaborative Learning | 0.55 | 3.78 | High |
| Cultural Connection | 0.45 | 4.31 | Very High |
| Empathy | 0.56 | 4.50 | Very High |
| Inclusivity | 0.55 | 4.05 | High |
| **Overall** | **0.42** | **4.16** | **High** |

Presented in Table 1 is the level of ingenious solidarity among public secondary language teachers. It includes domains, each standard deviation, corresponding mean, and descriptive level to answer the statement of the problem number 1 in this study. Based on the computed mean scores and standard deviations, the table includes collaborative learning, cultural connection, empathy, and inclusivity domains. The domain empathy recorded the highest mean of 4.50, categorized as "very high." This was followed by cultural connection, with a mean of 4.31, categorized as "very high." The domain inclusivity had a mean of 4.05, categorized as "high." The domain collaborative learning recorded the lowest mean of 3.78, categorized as "high." The overall mean score of 4.16, described as "high," reflects a generally strong level of ingenious solidarity across all domains. The overall standard deviation of 0.42 suggests that responses were relatively consistent, with most ratings closely clustered around the mean.

This finding implies that public secondary language teachers consistently demonstrate strong ingenious solidarity, especially in empathy and cultural connection. The results highlight the importance of fostering inclusive and collaborative learning environments that reflect students' diverse needs and experiences. These perceptions underscore the teachers' commitment to creating an engaging, inclusive, and supportive classroom atmosphere.

This finding agrees with the work of Mayes (2022), who emphasized that high ingenious solidarity among teachers fosters a collaborative and supportive learning environment, positively impacting teacher and student development. When educators practice solidarity, they build stronger professional relationships that enhance teamwork and collective problem-solving. Similarly, Damaševičius and Sidekerskienė (2024) argued that fostering ingenious solidarity in schools leads to a more inclusive and dynamic educational culture, where teachers feel more connected and motivated to work together for the success of their students. Öngel and Tabancali (2022) also highlighted that a high level of solidarity among teachers contributes to more effective teaching strategies, improved student outcomes, and a more positive school climate.

**3.2 Level of Classroom Social Control among Public Secondary Language Teachers**

Table 2. *Level of Classroom Social Control among Public Secondary Language Teachers*

|  |  |  |  |
| --- | --- | --- | --- |
| **Domains** | **SD** | **Mean** | **Descriptive Level** |
| Humanity | 0.41 | 4.12 | High |
| Conscientiousness | 0.37 | 3.93 | High |
| Sportsmanship | 0.32 | 4.04 | High |
| Courtesy | 0.66 | 3.88 | High |
| Virtue | 0.54 | 4.03 | High |
| **Overall** | **0.34** | **4.00** | **High** |

Presented in Table 2 is the level of classroom social control among public secondary language teachers. The domain humanity recorded the highest mean of 4.12, categorized as "high." This was followed by virtue, with a mean of 4.03, also categorized as "high." The domain sportsmanship had a mean of 4.04, categorized as "high." Meanwhile, conscientiousness recorded a mean of 3.93, categorized as "high." The domain courtesy had the lowest mean of 3.88, categorized as "high." The overall mean score of 4.00, described as "high," reflects a generally strong perception of classroom social control across all domains. The overall standard deviation of 0.34 suggests that responses were relatively consistent, with most ratings closely clustered around the mean.

This finding implies that public secondary language teachers consistently exhibit behaviors aligned with classroom social control, particularly in demonstrating humanity, sportsmanship, and virtue. The result highlights the teachers' commitment to promoting respectful, conscientious, and ethical conduct within their professional environment. Moreover, this underscores the importance of strong interpersonal relationships, adherence to professional standards, and fostering a positive, cooperative atmosphere in the classroom.

This finding aligns with the work of Pedler et al. (2020), who highlighted that high levels of classroom social control are essential for maintaining a positive and productive learning environment. Their research showed that when teachers effectively manage classroom behavior through consistent and fair strategies, students are more likely to engage positively with the learning process. Additionally, Schunk et al. (2022) emphasized that classroom social control, when practiced appropriately, encourages students to develop self-regulation and respect for others. This is consistent with the findings of Benhabra and Narjes (2021), who argued that effective classroom management directly contributes to a well-ordered environment where students can thrive academically and socially.

**3.3 Significant Relationship Between Ingenious Solidarity and Classroom Social Control among Public Secondary Language Teachers**

Table 3. *Significant Relationship Between Ingenious Solidarity and Classroom Social Control among Public Secondary Language Teachers*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Variables** | **R** | **R²** | **Degree of Relationship** | **p-value** | **Decision** |
| Ingenious Solidarity |  |  |  |  |  |
|  | 0.48 | 0.23 | ModerateCorrelation | 0.000 | Reject Ho1 |
| Classroom Social Control |  |  |  |  |  |

Presented in Table 3 is the correlation analysis between ingenious solidarity and classroom social control among public secondary language teachers. The R-value, R-squared, degree of relationship, p-value, and decision are shown in the subsequent table. The relationship between these two variables has a correlation coefficient (R) of 0.48 with a p-value of 0.000, less than the 0.05 significance level. This indicates a moderate and statistically significant positive relationship between ingenious solidarity and classroom social control. The R² value of 0.23 suggests that approximately 23% of the variation in classroom social control can be explained by ingenious solidarity. Since the p-value is less than 0.05, the null hypothesis (Ho1) is rejected, supporting the claim that a significant relationship exists between ingenious solidarity and classroom social control.

This finding implies that the level of ingenious solidarity among teachers relates to the level of classroom social control they maintain. A moderate positive relationship suggests that as teachers demonstrate stronger ingenious solidarity, their ability to maintain effective classroom social control improves. This highlights the importance of fostering a collaborative and inclusive teaching environment, where strong interpersonal connections and empathy support the establishment of a positive and well-managed classroom atmosphere.

This finding aligns with the research of Aziz et al. (2024), who emphasized that a significant relationship between ingenious solidarity and classroom social control plays a crucial role in fostering a positive classroom environment. Their study highlighted that when teachers demonstrate high levels of ingenious solidarity, it encourages a supportive and cooperative atmosphere, which enhances classroom management and discipline. Similarly, Kilday and Ryan (2022) found that integrating collaborative practices and empathy among teachers leads to better classroom social control, creating an environment where students are more engaged and motivated. Additionally, Bisa (2023) argued that strong ingenious solidarity among teachers is key to promoting effective classroom social control, ensuring students feel respected, valued, and motivated to succeed.

**3.4. Domains of the Ingenious Solidarity that Significantly Influence Classroom Social Control among Public Secondary Language Teachers**

**Table 4.** *Domains of the Ingenious Solidarity that Significantly Influence Classroom Social Control among Public Secondary Language Teachers*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Domains** | **B** | **BE** | **Beta** | **t-stat** | **p-value** | **Decision** |
| Constant | 2.30 | 0.15 |  | 15.16 | 0.000 | Significant |
| Collaborative Learning | 0.32 | 0.03 | 0.51 | 10.25 | 0.000 | Significant |
| Cultural Connection | -0.11 | 0.06 | -0.14 | -1.65 | 0.101 | Not Significant |
| Empathy | -0.25 | 0.05 | -0.40 | -5.06 | 0.000 | Significant |
| Inclusivity | 0.51 | 0.03 | 0.82 | 15.98 | 0.000 | Significant |
|  |  |  |  |  |  |  |
| **Regression Model** |
| Classroom Social Control=2.30 + 0.32 (Collaborative Learning) + -0.25 (Empathy) + 0.51 (Inclusivity) |
| R=0.866; R²=0.749; F=100.77; p-value=0.000 |

Presented in Table 4 is the regression analysis examining how different domains of ingenious solidarity significantly influence classroom social control among public secondary language teachers. The regression model reveals that collaborative learning, empathy, and inclusivity domains significantly influence classroom social control. Specifically, inclusivity (B = 0.51) has the strongest positive influence, followed by collaborative learning (B = 0.32), while empathy (B = -0.25) has a negative influence. The domain of cultural connection (B = -0.11) was found to be not statistically significant (p = 0.101), suggesting that it does not have a meaningful impact on classroom social control in this context. The t-statistics for each significant factor (ranging from 10.25 to 15.98) and their corresponding p-values (all below 0.05) confirm the statistical significance of collaborative learning, empathy, and inclusivity. At the same time, the non-significant result for cultural connection indicates that it does not significantly affect classroom social control.

The regression equation is as follows: classroom social control = 2.30 + 0.32 (collaborative learning) + -0.25 (empathy) + 0.51 (inclusivity). The model explains 74.9% of the variance in classroom social control (R² = 0.749). Furthermore, the model’s F-value of 100.77 and its p-value of 0.000 indicate that the model is statistically significant.

This finding implies that strong collaborative learning and inclusivity practices positively influence classroom social control. In contrast, the negative influence of empathy suggests that an overemphasis on emotional considerations may not always enhance classroom management. The non-significance of cultural connection suggests that it does not play a crucial role in shaping classroom social control in this case. These results highlight the importance of focusing on inclusive and collaborative teaching strategies to foster a positive classroom environment while recognizing the complexities of emotional responses in maintaining classroom order.

This finding aligns with the research of Singh et al. (2025), who highlighted the significant influence of various domains of ingenious solidarity, such as collaborative learning and inclusivity, on classroom social control. Their study found that when teachers demonstrate a high degree of ingenuity in fostering a cooperative and inclusive learning environment, they can better manage classroom dynamics and maintain order. Similarly, Mayes (2022) noted that the empathy and cultural connection domains within ingenious solidarity are essential in promoting a positive classroom atmosphere, where students feel supported and engaged, leading to improved classroom control. Additionally, Almerol and Baguio (2024) argued that when teachers exhibit strong conscientiousness and virtue, it strengthens classroom social control, ensuring students behave respectfully and adhere to classroom norms.

**5. CONCLUSIONS**

Based on the findings of the study, the following conclusions were formulated:

Firstly, the level of ingenious solidarity among public secondary language teachers is often manifested. This suggests that teachers frequently promote collaborative learning, foster cultural connections, show empathy, and encourage inclusivity in their classrooms, demonstrating strong interpersonal and pedagogical values essential for a supportive educational environment.

Secondly, the level of classroom social control among public secondary language teachers is often manifested. This indicates that teachers consistently demonstrate behaviors aligned with humanity, conscientiousness, sportsmanship, courtesy, and virtue, which contribute to maintaining order, respect, and professionalism within the school setting.

Thirdly, a significant relationship exists between ingenious solidarity and classroom social control, indicating a moderate positive correlation between the two variables. This suggests that as teachers display higher levels of ingenious solidarity, their ability to uphold classroom social control also improves.

Finally, when examining the influence of different domains of ingenious solidarity on classroom social control, collaborative learning, empathy, and inclusivity emerged as significant predictors, with inclusivity having the strongest influence. Cultural connection, however, was not found to influence classroom social control significantly. This highlights that practices centered on inclusion, understanding, and collaboration are more impactful in promoting effective classroom management and social responsibility among teachers.

**6. RECOMMENDATIONS**

Based on the findings and conclusions of this study, the following recommendations were formulated:

Firstly, considering that public secondary language teachers demonstrated a high level of ingenious solidarity, school administrators may continue to strengthen this by promoting professional development programs focused on collaborative learning, empathy, inclusivity, and cultural connection. Such programs could enhance teachers' interpersonal relationships and help build more supportive, student-centered classrooms. They may also encourage teachers to integrate culturally responsive teaching strategies and inclusive classroom practices that reflect students’ diverse backgrounds and learning needs.

Secondly, given that the level of classroom social control among teachers was high, school leaders may reinforce practices that uphold humanity, conscientiousness, sportsmanship, courtesy, and civic virtue. Institutional leaders may create a more structured framework to acknowledge and reward behaviors aligned with these traits. Teachers, in turn, may continue to model professional conduct, fairness, and respect in both academic and interpersonal interactions, which can promote a more harmonious school environment.

Thirdly, with a significant moderate relationship identified between ingenious solidarity and classroom social control, schools may prioritize initiatives that build on this connection. Administrators can design mentoring programs or peer collaboration opportunities where teachers can share best practices that combine social-emotional strategies and effective classroom management techniques. Teachers may be supported in translating empathy and inclusivity into proactive classroom discipline and engagement strategies that maintain a respectful and productive learning environment.

Finally, since collaborative learning, empathy, and inclusivity were identified as significant predictors of classroom social control, with inclusivity having the strongest influence, schools may focus their training efforts on strengthening inclusive teaching practices. Administrators can implement workshops on differentiated instruction, social-emotional learning, and inclusive pedagogy. Encouraging a school-wide culture that values diversity and inclusion will help teachers foster stronger relationships with students and colleagues, reinforcing classroom control and professional solidarity. On the other hand, cultural connection was not a significant predictor of classroom social control. This suggests that although teachers highly value cultural connection in their teaching, its direct impact on classroom control may not be as strong as other domains. As such, schools may consider integrating cultural connections more explicitly into classroom management frameworks. For example, training programs can leverage cultural responsiveness to prevent conflicts, increase student engagement, and strengthen peer-to-peer relationships. Teachers may also benefit from practical strategies to connect cultural relevance with classroom expectations and behavioral norms, helping students feel represented and accountable within the learning environment.

Future research may explore how specific school-based interventions targeting the domains of ingenious solidarity impact long-term classroom management and teacher collaboration. Additionally, studies may investigate how external factors such as policy support or community involvement mediate the relationship between teacher solidarity and classroom control, offering further insights into how schools can create equitable, inclusive, and well-managed learning environments.

ETHICAL APPROVAL aND Consent (where ever applicable)

This study was conducted in full accordance with established ethical standards to safeguard the rights, dignity, and welfare of all participants. Prior to the commencement of data collection, the researcher secured all required authorizations, including an endorsement from the Dean of the Graduate School of Rizal Memorial Colleges and ethical approval from the institution’s Ethics Review Committee. The ethical framework adopted, based on the guidelines of Pregoner et al. (2025), ensured alignment with current protocols for conducting research involving human subjects in educational contexts. Participation in the study was completely voluntary, with each respondent thoroughly informed about the research objectives, scope, and their right to decline or withdraw at any stage without any consequence. Informed consent was obtained to confirm their understanding and agreement to participate. To maintain confidentiality, no identifying personal data were collected, and all responses were treated with strict privacy. The information gathered was used exclusively for academic purposes, ensuring that the research was carried out with transparency, ethical rigor, and full professional responsibility.

Disclaimer (Artificial Intelligence)

The author(s) hereby declare that generative AI technologies have been used during the writing and editing of this manuscript. The details of the AI usage are as follows:

1. Grammarly: Used for grammar and spellchecking, as well as suggestions for improving sentence structure and overall clarity.
2. Quillbot: Employed for paraphrasing and refining sentence flow to enhance readability and coherence.

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