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Technology Leadership of Shool Heads and Attitude Towars Technology A Function of Classroom Management Strategies of Teachers

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ABSTRACT

The primary aim of the study is to find out whether technology leadership of shool heads and attitude towars technology significantly predict classroom management strategies of teachers. Utilizing non-experimental quantitative design via descriptive correlation technique data were obtained from 315 respondents who are public elementary and high school teachers in Mati North District Mati City. The researcher utilized stratified random sampling technique and an online survey mode of data collection. The researcher also utilized the statistical tools mean, Pearson r, and regression analysis. From the results of the study, it was found that there is a very high level of technology leadership rated very high, attitude towards technology was rated high, and classroom management strategies was rated very high. Also, results revealed that there is a significant relationship between technology leadership and classroom management strategies and technology leadership and classroom management strategies and attitude towards technology and classroom management strategies. The extent of the influence of predictor variables on classroom management strategies was proven significant in the study.

Keywords: *education, transformational leadership, HRM practices significantly predict teacher effectiveness, correlation, teachers, Philippines*

INTRODUCTION

The major problems facing the world today can be solved only if not teachers work too many roles at the same time. Social worker, educator, and counselor represent only a few of the hats that teachers are expected to wear throughout the day. In order to help their students, they feel compelled to adopt these roles themselves even though they don't have the proper training. Teaching could be only effective if the entire environment for teaching would be made healthy and upgraded. Those schools where the practices were superb but the management of the classroom strategies was weak were not producing good academic results (Van de Grift, Van der Wal, & Torenbeek, 2021; Dussault, 2018).

Oliver, Wehby and Reschly (2019) identified in their study that teachers' classes management tasks and practices have positive effects on reducing students' aggressive, negative, lethargic and un attentive way of learning in the classrooms. Those teachers who utilize effective classroom strategies can expect to have greater achievements through their instruction in their class. (Lester, 2021).

In the 21st century education, information and communication technology (ICT) integration in schools had been part of today 's educational transformation (Bilbao, 2013; Raman & Thannimalai, 2021). Technologies were infused in instruction for teachers to facilitate and make teaching and learning processes more meaningful (Mirasol, 2015), to enhance students' achievement, and to increase their competence and literacy in ICT integration (Chang, 2012). Technological leadership as practiced by the school heads according to Chang (2012) played a significant role in leading teachers' educational innovations including pedagogy, ICT integration in instruction, and establishment of strategic plans on how those innovations would be implemented.

Henceforth, the facts stated above are the reasons why the researcher is

interested to determine the technology leadership of school heads and attitude towards technology as a function of classroom management strategies of teachers using the indicators explored since no study has been conducted yet. Through further exploration, it may provide some insights on how classroom management strategies of teachers can help the academic community. Likewise, academic institutions will have an idea why these phenomena are happening and how classroom management strategies of teachers can affect the relationship between technology leadership of school heads and attitude towards technology.

'Leadership, 'according to Okeke (2019), is an important concept in education. Working with teachers and guiding them to improve the educational process is part of management. In addition, he stated that leadership entails harnessing teachers' talents and potentials and tailoring them toward achieving educational goals, or, to put it another way, improved teaching, and learning n connection of the concept of leadership in

technology, which is known as technological leadership, 'Technology leadership,' according to Hamzah et al. (2016), is a new type of leadership among principals in various nations. In the same way, Okeke (2019) also stated that technical leadership is a novel concept in school leadership, with school principals creating and maintaining support for successful use of ICT in teaching and learning.

Computer technology plays an essential role in people's personal lives as never before and impacts their professional and everyday careers and activities. Although about two decades ago teachers who were using computer technology in language classes were considered as innovative and unconventional, they are to be considered behind the times today if they fail to draw upon technology in classroom management (Chapelle, 2018).

It is well documented that successful implementation of educational technologies hinges upon the attitudes of educators, who eventually determine how those technologies are used in the classrooms (Albirini, 2021). In fact, a willingness to commit one's time above and beyond the call of duty and a risk-taking attitude on the part of educators and teachers is an essential component of technology use inside the classrooms (Vannatta & Fordham, 2023). Similarly, Bullock (2021) found that teachers` attitudes play a central role in the adoption of technology. Kersaint, Horton, Stohl, and Garofalo (2023) also found that teachers with positive attitudes toward technology use it more comfortably. It is also stated that teachers` attitudes toward computers affect not only their own computer experiences, but also the experiences of the students they teach (Christensen, 2018).

An effective and conducive EFL teaching and learning classroom consists of a few crucial elements that contribute to establishing a positive classroom climate. Also, the advent of computer technologies has had a remarkable role in revolutionizing the classroom context (Emmer & Stough 2021; Everstone & Weinstein, 2006; Tal, 2010). It is one of the most serious challenges facing students and less experienced teachers. The identification and explanation of these elements will cast light to the EFL classroom management which has recently attracted the attention of pre-service and many in-service teachers and trainers. Current advances in technology and computerized teaching do not fit with the conceptions of traditional management orientations, that is, teacher-centered management approach. Teachers should adapt their approach to classroom management in accordance with the new changes. A basic principle for classroom management is that management system must be in service of instructional system.

METHODS

Research Respondents

The respondents of the study will be the 300 public elementary school teachers in Mati North and Mati Central District, City of Mati. Stratified random sampling was employed in the study such that all public elementary school teachers under the 2 identified districts had the chance to be selected and considered for inclusion in the final sample. The basis for the stratification was the respondents' shared attributes or characteristics, such as educational attainment and number of years in teaching, Hayes (2024.

The study has considered the inclusion, exclusion and withdrawal criteria in the selection of respondents. For the inclusion criteria, in particular, included in this study as the respondents are the public elementary school teachers in Mati North District, City of Mati. whose plantilla numbers are in the Department of Education and who are teaching for a period of two years from Academic Years 2022-2023 and 2023-2024, as they are the ones who are in the position to provide useful information upon testing the hypothesis of the study. For the exclusion criteria, those teachers who are not teaching under the elementary public schools in Mati North District, City of Mati. were excluded in the study, for they were in different work environment and supervision. Also, teachers who are working in the junior and senior high schools including those teaching in private schools even if assigned in the identified schools of the study and including those teachers who hold managerial or supervisory positions are also excluded in the study.

As to the withdrawal criteria, the respondents were chosen accordingly to answer the questionnaire with confidentiality, they were free to decline from participating the survey and they can be withdrawn from the research study if they committed falsification, plagiarism and other moral offenses or the respondents have health conditions and special needs or they can withdraw anytime their participation in the research process if they felt uncomfortable about the study since they were given the free-will to participate without any form of consequence or penalty. They were not forced to answer the research questionnaire and encourage to return the same to the researcher for its automatic disposal.

Materials/ Instruments

This study utilized tthree instruments. The first measure the level of the questionnaire deals with the independent variable.

The first part of the instrument deals with technology leadership which focuses on *technology committee, school technology budget, districts support, principal E-Mail, principal days (On Technology), staff development policy, grants, intellectual property policy and other policies* (Anderson & Dexter, 2005).

This instrument is presented to the panel of examiners then to the group of experts for validation of the items. The comments of experts shall be properly taken and incorporated in the finalization of the said instrument. The questionnaire used in the study was validated by the experts.

To measure the level of attitude towards technology, anchored on *affective attitude towards technology, behavioral attitude towards technology, and cognitive attitude towards technology* (The20 items questionnaire adapted from (Hair, Black, Babin, & Anderson, 2010).

This instrument was presented to the panel of examiners then to the group of experts for validation of the items. The comments of experts shall be properly taken and incorporated in the finalization of the said instrument. The questionnaire used in the study was validated by the experts.

The scale for classroom management strategies which focus *on of teachers focuses on managing classroom behavior; specific teaching techniques; working with parents; and planning and support (The Incredible Years, Inc. 2012).*

The adapted standardized questionnaire were valid in contents for they were already tested and proven by the authors as they have undergone modification to classify the questions. Having been adapted, the survey instrument was content-validated by four internal and one external expert which validation results showed an average mean of 4.31 with a descriptive rating of very good. Pilot testing was done and reliability of the scales was established using Cronbach alpha coefficient. The results reveal the scores of 0.971 for Technology Leadership, 0.799 for Attitude Towards Technology and 0.950 for Classroom Management Strategies. The study covered the period March - October 2023

Design and Procedure

The study employed the quantitative non – experimental design method of research using correlation technique. The plan and structure of this research is to provide a credible answer to a research question. Its purpose is to describe obtainable characteristics such as achievement, attitudes, behavior, and relationships. The non – experimental quantitative method is appropriate for the present investigation for it deals with the technology leadership of school heads, level of attitude towards technology and level of classroom management strategies of t eachers. Variables are not manipulated; they are only identified and are studied as they occur in a natural setting (Educational Research, 2011).

Descriptive survey is valuable in proving facts on which scientific judgments may be based. It provides essential knowledge about the nature of objects and persons and also plays a large part of the development of the instruments for the measurements of many things, instruments that are engaged in all types of quantitative research as data gathering instrument. The descriptive-correlational survey method is appropriate for the present investigation for it deals with the description and determination of both independent and dependent variables (Creswell, 2008).

After the approval of the panel members the researcher undergoes the following steps and procedures in gathering data for the study.

The researcher ask permission from the office of the Superintendent of the City of Mati to conduct study to the different public elementary school of Division of the City of Mati. Upon the approval, the letter of endorsement is seek to accommodate the researcher to administer the survey questionnaire to the respondents of the study. Moreover, the researcher made another letter to conduct the study to teachers in their respective schools in Mati City District. The researcher ask for approval from the School Heads to distribute the survey questionnaire to their respective teachers. The researcher personally hand in the questionnaire and explained the research tool and its purpose. Furthermore, the researcher retrieved the survey questionnaires after the respondents have answered all the items. Finally, the researcher tally and tabulated all the data gathered from the respondents, subjected to statistical analysis. The statistical results were analyze and interpreted. With the data, conclusions are drawn

In the conduct of this study, particularly before the data were gathered, ethical issues and considerations were dealt with. The researcher had undergone evaluation conducted by the members of the ethics review committee. After several review processes, the UM Ethics Review Committee (UMERC) marked this study as passed and approved. In compliance with the set forth standards, the researcher followed the study protocol assessments and standardized criteria, particularly in managing the population and data such as, but not limited to: *Voluntary participation.* The researcher explain the importance of the study and encourage the respondents to contribute to the study's success voluntarily. Under this study's definition, all participants, public school teachers, are given the free will to participate without any form of consequence or penalty. After presenting the study's objective and benefits, the respondents' rights to participate in the study are carefully considered and followed. *Privacy and Confidentiality.* The respondents' personal information that may be required in the study was kept private and of utmost confidentiality. The researcher protect the anonymity of the respondents and made sure that the respondent's name would not appear on any documentation. All questionnaires were kept in a safe place to ensure that all data collected remains confidential. However, upon request, the results were made available to the participants anytime. *Informed Consent Process*. The questionnaire is adhered to by making the study free from any technical terms to be easily understood by the respondents. It provided a clear view of the direct and indirect benefits that the school, school administration, teachers, and learners generated. The questionnaires were administered with the support and consent of the Schools Division of Mati City authorities. Hence, no research questionnaire is given to any respondent without permission from the authorized command channels. *Recruitmen*t. For this research, the participant recruited is based on inclusion criteria where they fit the standards set by the researcher. Hence, the recruitment process is hand ethically, and free will is observed to uphold the integrity of this study. *Risks.* The study did not involve high-risk situations that the population may experience in physical, psychological, or socio-economic concerns. However, there is a minimal risk due to some unexpected circumstances, the global pandemic that affected the study mode of data collection. The researcher mitigated such identified risks, evaluated the said risks, and set some precautions such as deciding on the mode of data collection, awareness of the environment status, and cognizance of the school and safety policies and protocols of research locations. The researcher valued the respondents' participation and prioritized the respondents' welfare in the conduct of the study. *Benefits.* This study is important since the Department of Education and the Commission on Higher Education mandate that teachers are required and encourage to gain necessary competencies in addressing pedagogy-related problems. The study's results, discussions, and findings may provide objective information about how positive school effectiveness and school environment affect job satisfactions of teacehrs. Policy-makers in the field of education can also use the findings of the study as a basis for formulating policies, enhancing curriculum, and designing training or intervention programs in their respective schools aligned with the mandate of DepEd and CHED regarding the support mechanisms needed to boost students' motivation in learning. Lastly, future researchers can delve deeper and use the study to reference their studies aligned with this topic. *Plagiarism.* In terms of avoiding plagiarism, the researcher had undergone the turn-it-in software to secure that no trace/evidence of misrepresentation from previous studies of someone else's work is his own. Further, the researcher ensured that all authors and proponents of sources used were given due credits to avoid plagiarism. Fabrication. Similarly, the researcher also avoided fabrication wherein there was no trace/evidence of intentional misrepresentation of what was done. No making up of data and results or purposefully making conclusions that were not accurate. No

inconsistency with the existing literature among the information included in the manuscript. *Falsification***.** In the same way, falsification was also considered. There was no trace/evidence of purposefully misrepresenting the work to align a model or theoretical framework presentation. More so, no evidence of alteration, over-claiming, or exaggerations of statements of the results. *Conflict of Interest.* When it comes to conflict of interest (COI) wherein no trace of COI and no set of conditions in which a professional judgment concerning primary interest. It includes respondents' welfare or validity, which tends to be influenced by a secondary interest such as financial or academic gains or recognition. The researcher guarantees fair and objective research. *Deceit.* This was avoided when there was evidence that the benefits of misleading or misinforming the respondents outweighed any potential harm. This research did not use deception about the author's identity, the nature of the study, the credibility of data, the integrity of analyses, and its true purpose. The study did not involve experimentation, where personal knowledge of the objective can influence people's behavior; authenticity was achieved. *Permission from Organization/Location.* The researcher ensured permission from the organization//institution. The researcher secured a written endorsement letter from the professional schools and a review from the University of Mindanao Ethics and Review Committee. The researcher secured formal permission from the School Division Superintendent of Mati City and emailed a letter to the School Heads and Teachers to conduct the research and collect the data. When getting written permission, the researcher talk to the concerned school administrators thru electronic mail, SMS, and phone calls to give the permission sought and that the activities were organized well in advance. Technology Issues. The study use the Google survey form in the collection of data. The researcher make sure that the information communicated in an online environment is put in place and understandable to the respondents. Provisions for utilizing online panels and collecting data online were only due to the pandemic where face-to-face contact is prohibited. *Authorship*. Finally, this study consider proper and clear authorship provisions such as authorship qualifications, authorship credit, or based only on substantial contributions to conception and design or acquisition of data or analysis and interpretation of data in the conduct of the study. The researcher had made a significant contribution to the conception and design, data collecting, analysis, and interpretation of data with the help and guidance of the research adviser. The researcher and research adviser collaboratively drafted the article and revised it correctly for important intellectual content. Both had a contribution to the study leading to the final approval of the version to be published.

RESULTS AND DISCUSSION

Presented in this chapter are the results, interpretation, and analysis of

findings. Results are presented in the following order: level of technology leadership of school heads, level of attitude towards technology and level of classroom management strategies. the significant relationship of Significance on the Relationship between levels of technology leadership and classroom management strategies, the significant relationship of significance on the relationship between levels of attitude towards technology and classroom management strategies. The significant influence of the two independent variables on the dependent variable.

Technology Leadership

The level of technology leadership is presented hereunder and items of the indicators of this variable is analyzed and interpreted shown in the appendices. Divulged in Table 1 is the level of technology leadership means ranges from 3.95 to 4.32 with corresponding overall mean of 4.21 or qualitatively described as very high and equivalent standard deviation of 0.23. It could be gleaned from the data that the indicator with the highest mean rating of 4.32 or very high is - Learning and teaching dimension and Support, management, and operations dimension. In contrast, indicator with the lowest mean rating of 3.95 though still described as high is Leadership and vision dimension. The very high level could be attributed to the high rating given by the respondents.

The very high level of technology leadership, as rated by the respondents, indicates Effective teaching practices encompass a wide range of strategies aimed at fostering academic excellence, student engagement, and personal growth. These include setting challenging goals, clearly communicating expectations, and establishing consequences for incomplete work. Teachers encourage students to articulate their ideas through writing and speaking, explain difficult concepts to peers, and collaborate through study groups and project teams. They also prioritize time management by estimating task durations, encouraging consistent work habits, and protecting instructional time

The result is related to the viewpoint of (Blomeke, Buchholtz, Suhl, & Kaiser, 2021) which stated that

Table 1

Level of **Technology Leadership**

Items	**SD**	**Mean**	**D.E.**
Leadership and vision dimension	0.65	3.95	High
Learning and teaching dimension	0.43	4.32	Very High
Productivity and professional practice dimension	0.43	4.31	Very High
Support, management, and operations dimension	0.46	4.32	Very High
Assessment and evaluation dimension	0.54	4.23	Very High
Social legal and ethical issues dimension	0.36	4.15	High
Total	**0.23**	**4.21**	**Very High**

Various authors (A'mar, & Eleyan, 202; Potjanajaruwit, 2023; Yuting, Adams, & Lee, 2022) that Technology leadership in education involves setting clear goals for integrating technology into learning, fostering high academic standards, and creating a collaborative and innovative teaching environment. Effective technology leaders encourage active learning through digital platforms, support diverse learning styles with varied instructional strategies, and promote the use of tools that facilitate immediate feedback and student engagement. They model best practices in using educational technology, create opportunities for students to work in teams, and design classroom activities that leverage digital simulations, role-playing, and real-world problem-solving.

Attitude Towards Technology

The level of attitude towards technology is presented hereunder and items of the indicators of this variable is analyzed and interpreted shown in the appendices. Divulged in Table 2 is the level of attitude towards technology means with corresponding overall mean of 4.03 or qualitatively described as high and equivalent standard deviation of 0.36. It could be gleaned from the data that the indicator with the highest mean rating of 4.20 or very high is – affective. In contrast, indicator with the lowest mean rating of 3.93 though still described as high is behavioral. The very high level could be attributed to the high rating given by the respondents.

Table 2

Level of Attitude Towards Technology

Indicators	**SD**	**Mean**	**Descriptive Level**
Affective	0.37	4.20	Very High
Behavioral	0.44	3.93	High
Cognitive	0.37	3.99	High
Overall	**0.36**	**4.03**	**High**

The high level of Attitude Towards Technology, as rated by the respondents, indicates Attitude towards technology in education is reflected in how individuals perceive the usefulness, ease, and relevance of ICT in their learning and teaching experiences. Respondents expressed positive attitudes by indicating comfort in using technology, valuing virtual classes, and acknowledging that ICT helps in lesson planning and studying. They appreciated the flexibility ICT provides in communicating with teachers and peers and saw it as essential in acquiring skills relevant to future careers. Some admitted feeling overwhelmed by the vast amount of information on the internet, but overall, they believed the integration of ICT into education enhances the learning process. This high level of attitude towards technology suggests a growing acceptance and appreciation of ICT as a vital component in modern educational practice.

Research supports the idea of (Salhab, & Daher, 2023; Mantello, Ho, Nguyen, & Vuong, 2023) that a positive attitude toward ICT in education is influenced by perceived usefulness, ease of use, and the role of technology in enhancing academic performance. Similarly, studies by Buabeng-Andoh (2012) highlight that attitudes are shaped by both internal factors (like interest and confidence) and external ones (like availability of resources). While the abundance of online information may cause occasional stress (Tarus, Gichoya, & Muumbo, 2015), students generally perceive ICT as a valuable tool that supports learning and skill development for future careers. These findings affirm that fostering a supportive technological environment is key to sustaining positive attitudes toward technology in education.

Classroom Management Strategies

The level of classroom management strategies is presented hereunder and items of the indicators of this variable is analyzed and interpreted shown in the appendices.

Divulged in Table 1 is the level of classroom management strategies in Region XI with overall mean of 4.33 or qualitatively described as very high and equivalent standard deviation of 0.46. It could be gleaned from the data that the indicator with the highest mean rating of 4.44 or very high is - managing classroom behavior. In contrast, indicator with the lowest mean rating of 4.21 though still described as very high is working with parents.

Table 1

Level of Classroom Management Strategies

Items	**SD**	**Mean**	**D.E.**
Managing Classroom Behavior	0.603	4.44	Very High
Specific Teaching Techniques	0.551	4.31	Very High
Working with Parents	0.700	4.21	Very High
Planning and Support	0.561	4.38	Very High
Overall	**0.461**	**4.33**	**Very High**

Data shows that a **very high level of classroom management strategies** was consistently evident, indicating that this essential aspect of leadership is being practiced regularly. This suggests that the respondents are highly effective in establishing and maintaining an organized, respectful, and productive learning environment. Their consistent application of classroom management techniques reflects strong leadership qualities such as setting clear expectations, maintaining discipline, fostering student engagement, and ensuring the smooth delivery of instruction. The high ratings imply that respondents not only recognize the importance of classroom management but also actively and effectively implement it as a core component of their professional practice.

This result conforms to the idea of Lasaiba (2024) which emphasizes the importance of partnerships between schools, families, and communities in supporting student learning. Promoting parent involvement in the classroom, teaching parents' strategies to reinforce learning at home (such as reading or using incentives), and encouraging special activities with their children all align with the principle that learning is most effective when supported in both school and home environments. Developing strong teacher-parent partnerships and conducting home visits further strengthen communication and mutual understanding, ultimately enhancing student outcomes. This approach highlights that parent engagement is not supplementary, but rather an essential component of effective educational practice.

Significance on the Relationship between of Technology Leadership and Classroom Management Strategies

Displayed in Table 5 were the results of the test relationship between the variables involved in the study. The overall *r-value*of 0.543 and equivalent probability value of .000 very much lower than .05 level of significance set in this study.

This indicates that there is significant relationship between technology leadership and classroom management strategies. Therefore, the null hypothesis of no significant relationship between technology leadership and classroom management strategies is rejected.

This claim is in line with various authors (Bonna, 2023; Jaribu, & Mwila, 2024) who emphasize the vital role of parent involvement in enhancing student learning and classroom success. In addition, students with involved parents, regardless of income or background, are more likely to have higher achievement, better attendance, and improved behavior. Furthermore, parent engagement—such as reading at home, providing academic support, and participating in school activities—positively affects student performance. Strategies like promoting parent involvement in class activities, teaching parents how to support learning at home, building teacher-parent partnerships, and even conducting home visits all reflect research-based practices that foster stronger school-family connections and ultimately improve student outcomes.

Table 4

Significance on the Relationship between Levels of Technology Leadership and Classroom Management Strategies

Technology Leadership	**Classroom Management Strategies**				
	Managing Classroom Behavior	**Specific Teaching Techniques**	**Working with Parents**	**Planning and Support**	**Overall**
Leadership and vision dimension	0.848* (0.000)	0.785* (0.000)	0.036 (0.607)	0.004 (0.954)	0.614* (0.000)
Learning and teaching dimension	-0.052 (0.461)	-0.091 (0.193)	0.754* (0.000)	0.075 (0.285)	0.261 (0.000)
Productivity and professional practice dimension	0.133 (0.056)	0.138* (0.047)	-0.045 (0.518)	0.086 (0.218)	0.142* (0.042)
Support, management, and operations dimension	-0.029 (0.679)	-0.014 (0.842)	-0.118 (0.090)	-0.027 (0.705)	-0.078 (0.268)
Assessment and evaluation dimension	0.428* (0.000)	0.385* (0.000)	0.375* (0.000)	0.081 (0.249)	0.482* (0.000)
Overall	.730* (0.000)	.198* (0.001)	.649* (0.000)	.705* (0.000)	543* (0.000)

Table 5

Significance on the Relationship between Attitude Towards Technology and Classroom Management Strategies

Displayed in Table 5 were the results of the test relationship between the variables involved in the study. The overall *r-value*of 0.649 and equivalent probability value of .000 very much lower than .05 level of significance set in this study. This indicates that there is significant relationship between

attitude towards technology and classroom management strategies. Therefore, the null hypothesis of no significant relationship between attitude towards technology and classroom management strategies is rejected.

This claim is in line with various authors (Kayhan, 2022; Clipa, Delibas, & Mața, 2023) who highlight that a positive attitude toward technology significantly enhances a teacher's ability to implement effective classroom management strategies. Teachers who are confident and comfortable using ICT are more likely to integrate digital tools into their routines to organize learning, monitor student behavior, and maintain engagement. In addition, educators with strong beliefs in the value of technology are more innovative in classroom practices, using ICT not just for instruction, but also for managing time, delivering feedback, and creating structured learning environments. Furthermore, found that teachers' attitudes toward technology influence how effectively they use it to promote discipline, collaboration, and student accountability. These findings suggest that cultivating a positive disposition toward technology is essential not only for instructional effectiveness but also for fostering well-managed, interactive, and student-centered classrooms.

Table 5

Significance on the Relationship between Levels Attitude Towards Technology and Classroom Management Strategies

Attitude Towards Technology	**Classroom Management Strategies**				
	Managing Classroom Behavior	**Specific Teaching Techniques**	**Working with Parents**	**Planning and Support**	**Overall**
Affective	0.664* (0.000)	0.925* (0.000)	0.530 (0.000)	0.782 (0.954)	0.914* (0.000)
Behavioral	-0.882 (0.00)	-0.790 (0.000)	0.754* (0.000)	0.191 (0.000)	0.261 (0.000)
Cognitive	0.338 (0.000)	0.138* (0.047)	-0.573 (0.000)	0.086 (0.218)	0.142* (0.042)
Overall	.730* (0.000)	.198* (0.001)	.649* (0.000)	.705* (0.000)	543* (0.000)

The extent of Influence of Predictor Variables on Classroom Management Strategies

Data shown in Table 6 is the regression coefficients to test the significant influence of the overall technology leadership and attitude towards technology

on classroom management strategies. Using the regression analysis, the data revealed that the overall technology leadership significantly influence classroom management strategies since the influence of technology leadership of school heads and attitude towards technology on their classroom management strategies. has the $p < 0.01$. This means that the technology leadership and attitude towards technology significantly influence classroom management strategies since the probability value is $p < 0.01$. The R^2 value of .186 implies that 18.6 percent of the variance of technology leadership and attitude towards technology can be attributed to the variance of classroom management strategies since of teacher while the remaining 81.4 percent were attributed to other factors not covered by the study.However, attitude towards technology emerged as a significant predictor of classroom management strategies with p values of $p < 0.01$ and beta-coefficients of .311.

Table 6

The extent of Influence of Predictor Variables on Classroom Management Strategie

Classroom Management Strategies (Dependent Variables)				
Independent Variables	**β (Standardized Coefficients)**	**B (Unstandardized Coefficients)**	**t**	**Sig.**
Constant	1.465	.380	3.850	.000
Technology Leadership (TL)	.199	.173	3.480	.001
Attitude Towards Technology (ATT)	.311	.505	5.457	.000
R	.431			
R^2	.186			
F	33.835			
p	.000			

CONCLUSION AND RECOMMENDATION

With considerations on the findings of the study, conclusions are drawn in this section. There is a very high level of technology leadership, there is a high level of attitude towards technology, and classroom management strategies. There is a significant relationship between technology leadership and classroom management strategies, and a significant relationship between attitude towards technology and classroom management strategies. Also, attitude towards technology has a significant influence on classroom management strategies in the same way that attitude towards technology has a significant influence on classroom management strategies.

Based on the findings and conclusions of the study, several implications emerge for educational leaders, school administrators, policy makers, and teacher development programs. The high level of transformational leadership observed suggests that suggests that educational leaders are effectively guiding the integration of digital tools to enhance teaching, learning, and school operations. This indicates a strong vision for technology use, strategic planning, and the ability to support both teachers and students in adopting innovative practices.

The very high level of Attitude Towards Technology further indicates that educators are not only receptive to the use of ICT in teaching and learning but also recognize its value in enhancing educational outcomes. This suggests a willingness to integrate digital tools into daily instructional practices, plan technology-enriched lessons, and adapt to evolving educational technologies. Such a positive mindset reflects confidence in navigating digital platforms, belief in the benefits of technology for student engagement, and an openness to continuous learning.

he conclusions of the study clearly confirm the notion that technology leadership and attitude towards technology can significantly predict classroom management strategies. The findings suggest that when educators possess strong leadership in the use of technology and maintain a positive outlook toward ICT, they are more likely to implement structured, engaging, and responsive classroom environments. These conclusions are supported by the anchor theory, the Technology Acceptance Model (TAM) developed by Davis (1989), which posits that perceived usefulness and ease of use of technology influence individuals' attitudes and behavioral intentions toward its adoption. In this context, educators who believe in the value and effectiveness of technology are more inclined to integrate it in ways that enhance both instruction and management. This aligns with the idea that technology leadership—when combined with a positive attitude—can empower teachers to establish better organization, foster student engagement, and respond proactively to classroom dynamics through digital tools. The researcher came up with recommendations based from the results of the study. As to the results of a high level of technology leadership, the researcher recommends that the school management may come up with an inventory of all its positive or advantages and negative or disadvantages on its programs implemented and make some improvements on those items which are below performance/standards. These may include the conduct of physical ocular inspection on the school facilities and equipment to determine whether the

existing facilities are still responsive to the academic needs of both the teachers and the students and thereby recommend for its rehabilitation and improvement.

The results of the very high level of Attitude Towards Technology, the researcher recommends that schools and educational leaders leverage this positive disposition by providing more opportunities for meaningful ICT integration across subjects and grade levels. Professional development programs should be expanded to deepen educators' skills in using advanced digital tools for instruction, assessment, and classroom management. Furthermore, the school system should **encourage collaboration and sharing of best practices** among teachers who effectively use technology, reinforcing a culture of innovation. To sustain this high level of attitude, institutions must ensure continuous access to updated technological resources, technical support, and a supportive policy environment that values and promotes digital transformation in education.

For the very high level of Classroom Management Strategies, it is recommended that educators continue to reinforce and refine these effective practices through regular professional development, peer collaboration, and reflective teaching. School administrators should support the sustainability of strong classroom management by recognizing best practices, encouraging mentoring programs for novice teachers, and providing platforms for sharing successful strategies. Additionally, integrating technology tools that aid in monitoring student behavior, organizing instructional time, and enhancing engagement can further strengthen classroom management. Maintaining this high standard will contribute to a consistently positive, organized, and productive learning environment that supports both academic achievement and student well-being.

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