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Wisdom in the classroom: Teachers' attitudes and challenges in public elementary schools

Nequeresa Gliceria T. Gabato*
Cebu Technological University-Main Campus, Cebu City, Philippines

ABSTRACT

The concept of wisdom in teaching has long been recognized as a critical dimension of effective classroom practice. The study examined respondents' profiles (age, gender, education, teaching experience, and training), their classroom wisdom (knowledge management, self-regulation, moral maturity, tolerance of uncertainty, openness, sound judgment, and creativity), the challenges they encountered, and the relationship between these variables. Conducted in selected public elementary schools in Moalboal District, Cebu during SY 2025–2026, the study involved over 50 respondents using random–convenience sampling and an adapted questionnaire. A correlational method was applied, using simple percentage, weighted mean, and Pearson r for data analysis. The findings show that most respondents are middle-aged, predominantly female, and generally pursuing graduate studies, with many already experienced in teaching and moderately exposed to professional development activities. The results further reveal that teachers consistently demonstrate strong wisdom-related competencies in the classroom, including knowledge management, self-regulation, moral maturity, tolerance of uncertainty, openness, sound judgment, and creative thinking, all of which are highly evident in their professional practice. However, respondents still frequently encounter challenges, particularly in making sound instructional decisions, generating creative solutions, and maintaining fairness in managing student behavior. Finally, the study establishes a significant relationship between classroom wisdom and teaching challenges, indicating that higher levels of wisdom-related attitudes are strongly associated with better ability to manage instructional difficulties, with creative thinking, sound judgment, and openness showing the strongest links. Therefore, it is recommended that the proposed output of the study be adopted.

Keywords: Administration and supervision, wisdom in the classroom, professional development plan, correlational research design, Moalboal, Cebu, Philippines.

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INTRODUCTION

The concept of wisdom in teaching has long been recognized as a critical dimension of effective classroom practice. In this study, wisdom is specifically understood as teachers' attitudes, beliefs, and dispositions that guide reflective judgment, ethical decision-making, and

*Corresponding author / Email: Nequeresa.gabato@deped.gov.ph
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creative problem-solving when faced with classroom challenges and constraints (Jakubik, 2025). Wise teaching thus involves not only content mastery but also the ability to make sound instructional decisions, regulate emotions, and respond adaptively to unpredictable classroom dynamics. In the context of elementary education, where teachers regularly navigate mixed-ability learners, behavioral issues, and socio-emotional needs, understanding teachers' perceptions of wisdom and the challenges they encounter in enacting it is essential. This study emphasizes that wisdom will be examined as a combination of attitudes, judgments, and classroom actions, providing insight into how teachers' beliefs influence their decision-making and responsiveness to students (Sokal et al., 2024).

Consequently, there is a notable lack of empirical research examining the perceptions, practical judgment, and "wisdom" of elementary teachers in classrooms, particularly when considered across multiple scales from global to local (global–national–regional–provincial–municipal). At the global level, most studies on "wisdom education" focus on secondary or higher education teachers rather than elementary educators. For example, Development of a Teacher Guideline for Wisdom Education Management in Teaching and Learning in Yunnan's Secondary Schools (Wang & Longpradit, 2021) developed a framework for wisdom teaching in secondary classrooms, leaving a gap in elementary contexts. In the Philippine context, recent research largely addresses inclusive education, teacher readiness, and classroom challenges. Studies such as Practices and Challenges in Implementing Inclusive Education in Philippine Elementary Schools (Beltran et al., 2025) document systemic and instructional obstacles, including lack of resources and training. However, these studies do not explore teachers' wise judgment, moral-ethical decision-making, or reflective attitudes; instead, they focus on observable practices, readiness, or general competence. This indicates a critical gap: while existing studies show what challenges teachers face, they do not examine how teachers conceptualize, perceive, or navigate these challenges through their own values, judgment, or "wisdom." Unlike readiness or competence which measure preparedness or skill execution wisdom in this study refers to teachers' attitudes, reflective judgment, and decision-making under classroom constraints, highlighting the personal, ethical, and cognitive dimensions of teaching.

Similarly, there is little or no published work that systematically studies how public elementary school teachers in Cebu reflect on their own pedagogical wisdom, navigate resource constraints, or exercise contextual judgment in their teaching. Instead, existing research in Cebu and nearby areas tends to examine inclusive education preparedness among pre service teachers. At the most localized or municipal level (e.g. a town like Moalboal, Cebu) I could not locate any peer-reviewed empirical studies that examine how elementary teachers perceive or enact wisdom (values, moral or ethical judgment, contextual adaptation) inside their classrooms. This absence suggests a serious micro contextual gap: small towns and rural municipalities may have unique cultural, resource-related, and community dynamics that shape how teachers exercise wisdom but those dynamics remain undocumented and understudied.

No published studies were found that specifically examine public elementary teachers' attitudes toward wisdom and the challenges they face in applying it in classroom settings. Addressing this gap, the study aims to determine the attitudes and challenges of public elementary teachers' wisdom in the Moalboal District, Moalboal, Cebu, for the school year 2025–2026. Findings from this study will serve as a basis for a professional development plan designed to enhance teachers' understanding, application, and reflective practice of wisdom in classrooms. By focusing on the local context, the study emphasizes the importance of teachers' wise decision-making in responding to diverse learner needs, behavioral issues, and instructional constraints, ensuring that professional development is contextually relevant and practically meaningful.

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Statement of the problem

This study determined the attitudes and challenges of public elementary school teachers regarding wisdom inside the classroom, particularly in Moalboal District, Moalboal, Cebu, during the school year 2025 to 2026, as a basis for developing a professional development plan.

Specifically, this study sought to answer the following questions:

1. What was the profile of the respondents in terms of age, gender, highest educational attainment, length of teaching experience, and related and relevant training attended?
2. What were the respondents' attitudes towards their wisdom inside the classroom in terms of knowledge management, self-regulation, moral maturity, tolerance of uncertainty, openness, sound judgement, and creative thinking?
3. What was the extent of the challenges encountered by the respondents?
4. Was there a significant relationship between the respondents' attitudes towards their wisdom inside the classroom and the extent of the challenges they encountered regarding their wisdom inside the classroom?
5. Based on the findings of the study, what professional development plan could be developed?

METHODOLOGY

This section presents the methodological process of the study, which includes the following segments: methods and design, the flow of the study, the environment of the study, the sources of data, the instrument, the data collection procedures, the data analysis, and the scoring procedures. The study utilized a correlational research design to determine the relationship between public elementary school teachers' attitudes toward wisdom in classroom practice and the challenges they encounter. This design was suitable as it examined naturally occurring relationships between variables without manipulation, allowing the study to identify significant associations within the Moalboal District context. An adapted questionnaire was used, based on established instruments related to teacher attitudes, classroom wisdom, and instructional challenges. The items were modified to ensure relevance to public elementary school teachers. A random–convenience sampling technique was employed due to accessibility and time constraints, with random selection applied among available teachers to reduce bias. The sample size was aligned with the total population of public elementary school teachers in Moalboal District to ensure consistency and adequate representation.

The flow of the study followed a system model employing the input, process, and output approaches, as presented in Figure 2. The input contained the profile of the respondents, namely age, gender, highest educational attainment, length of teaching experience, and related and relevant training. It also contained the attitudes toward their wisdom inside the classroom, and the significant relationship between the respondents' perceptions on their wisdom inside the classroom and their extent of challenges encountered in their wisdom inside the classroom. The process was a method for gathering and synthesizing variables. It included the method, gathering of data, organization of data, and data, and it analyzed the results of the questionnaires. The data gathered were tabulated, analyzed, computed, and evaluated to determine the results. The output of this research enabled the researcher to propose a professional development plan. This plan was basically designed to implement and enhance elementary teachers' understanding, application, and reflective practice of wisdom in classroom settings, while addressing the challenges they encountered in making wise instructional and behavioral decisions.

The study was conducted in selected public elementary schools in Moalboal District, Moalboal, Cebu, under the administration of the Department of Education–Cebu Province Schools Division, as shown in the location map of the research environment in Figure 3. The district comprises several elementary schools distributed across urban and rural barangays, including Moalboal Central Elementary School and other community-based schools such as Agbalanga, Basdiot, Balabagon, Buguil, Busay, Lanao, Saavedra, and Tomonoy, among others. This decentralized school structure aims to provide accessible basic education to learners across the municipality. In the current educational context, public elementary school teachers in Moalboal District handle diverse classroom realities shaped by varying learner needs, resource availability, and community settings. These conditions require teachers to exercise practical wisdom in classroom decision-making while addressing instructional and behavioral challenges. Understanding teachers' attitudes toward classroom wisdom and the challenges they face is therefore significant, as it provides context-based insights that may inform school-level support, professional development, and instructional practices within the district.

The respondents of this study were the public elementary school teachers of the above-mentioned district, and the random-convenience sampling method was employed in their selection. The total number of respondents of the study was 100, which was computed through percentage. As presented in Table 1, which shows the distribution of the respondents, the elementary teachers numbered 50 in frequency (f), representing 100.00 in percent (%), and the total likewise numbered 50 (f), representing 100.00 (%).

The study employed an adapted survey questionnaire based on the instrument developed by Carami et al. (2024), titled "Development and Validation of Perception of Wisdom Exploratory Rating Scale: An Instrument to Examine Teachers' Perceptions of Wisdom." The original instrument, which underwent psychometric validation, served as the primary framework for measuring teachers' perceptions of wisdom. The adaptation process involved contextual modification of selected items to ensure relevance and appropriateness to public elementary school teachers in Moalboal District, Cebu. Expert validation was conducted by professionals in education and research to assess content clarity, relevance, and alignment with the study variables. A pilot test was then administered to establish the instrument's reliability, and acceptable reliability indices were obtained prior to the full data collection, thereby ensuring the credibility of the questionnaire. The questionnaire consisted of three parts. The first part gathered respondents' profile variables, including age, gender, highest educational attainment, length of teaching experience, and relevant training. The second part measured teachers' attitudes toward wisdom in the classroom across seven domains, namely knowledge management, self-regulation, moral maturity, tolerance of uncertainty, openness, sound judgment, and creative thinking, with five statements for each domain. The third part assessed the extent of challenges encountered in applying wisdom in the classroom using ten statements.

The data gathering procedures proceeded in three stages. In the preliminary stage, the researchers sent a transmittal letter to the public schools district supervisor to ask permission to conduct the study. Once approved, the researcher arranged the schedule for meeting the respondents and conducting the study. In the data gathering stage, on the scheduled day, the researchers facilitated an orientation regarding the research. Salient issues such as the purpose of the study, its procedure, and how the confidentiality of the respondents would be protected were discussed. Administration of the survey questionnaires followed right after the orientation, and instructions were given on how to answer them. Assistance was also provided while the respondents were answering the survey questionnaires, and enough time was given to answer them. Retrieval of the questionnaires followed. In the post data gathering stage, the

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study tallied, organized, summarized, interpreted, and analyzed the results. Appropriate statistical tools were used in the treatment of data.

The study was guided by a set of ethical principles that shape research designs and practices, namely voluntary participation, informed consent, anonymity, and confidentiality. The study adhered to these fundamental ethical principles. Participation of teacher respondents was strictly voluntary, and they were clearly informed that they could choose to participate or withdraw from the study at any time without any obligation or consequence. The purpose, objectives, and procedures of the study were transparently explained to ensure respondents' full understanding before participation. Informed consent was obtained from all participants prior to data collection. Teachers were provided with clear information regarding the nature of the study, their roles as respondents, and their rights, enabling them to make an informed decision about their involvement. To uphold confidentiality and anonymity, all respondents' profiles, responses, and collected data were handled with strict privacy. Identifying information was excluded from research outputs, and all data were securely stored and accessed only by the researcher. These measures ensured that participants' identities remained anonymous and that all information gathered was treated with utmost discretion.

The study involved the descriptive correlational method, and the following statistical treatments were used. Simple percentage (p) was used to determine the percentage of the respondents' profiles, specifically as to age, gender, highest educational attainment, length of teaching experience, and related and relevant training. Weighted mean was used to assess the distribution of results of the respondents' attitudes towards their wisdom inside the classroom and the extent of challenges encountered in their wisdom inside the classroom. In addition, the Pearson moment product correlation r was used to test the significant relationship between the respondents' attitudes towards their wisdom inside the classroom and their extent of challenges encountered in their wisdom inside the classroom.

For scoring, the researcher required individual participants to respond on their attitudes towards their wisdom inside the classroom and the extent of challenges encountered in their wisdom inside the classroom. Responses were rated on a five-point scale. A rating of 5 corresponded to the scale of 4.20-5.00, with the category Always, interpreted as the behavior or situation occurring every time or in almost all instances. A rating of 4 corresponded to the scale of 3.40-4.19, with the category Often, interpreted as the behavior or situation occurring frequently, but not always. A rating of 3 corresponded to the scale of 2.60-3.39, with the category Sometimes, interpreted as the behavior or situation occurring occasionally or about half of the time. A rating of 2 corresponded to the scale of 1.80-2.59, with the category Rarely, interpreted as the behavior or situation occurring infrequently or almost never. A rating of 1 corresponded to the scale of 1.00-1.79, with the category Never, interpreted as the behavior or situation not occurring at all.

RESULTS AND DISCUSSION

This chapter presents, analyzes, and interprets the data gathered from 50 public elementary school teachers in Moalboal District, Moalboal, Cebu. The study used a correlational research design with a random-convenience sampling technique, and data were collected through an adapted survey questionnaire based on the instrument of Carami et al. (2024). The questionnaire covered the respondents' profile, their attitudes toward wisdom inside the classroom, and the extent of the challenges they encountered. The data were treated with simple percentage for the profile, weighted mean for attitudes and challenges, and Pearson product-moment correlation r for the relationship between the two variables. The discussion is

grounded in the data gathered, and the results are interpreted in direct relation to the objectives of the study. Responses were interpreted using the scale of 4.20-5.00 as Always, 3.40-4.19 as Often, 2.60-3.39 as Sometimes, 1.80-2.59 as Rarely, and 1.00-1.79 as Never.

Profile of the respondents

In terms of age, the largest group was 41-50 years old, with 21 respondents or 42%. The 31-40 group followed with 11 respondents or 22%, while the 21-30 and 51-60 groups each had 9 respondents or 18%, for a total of 50 respondents or 100.00%. This indicates that the participants are largely in middle adulthood, likely with considerable professional stability and exposure in their field. The equal representation of the youngest and oldest groups suggests a balanced but limited inclusion of younger and older teachers. This is consistent with studies on adult learning showing that learners in this age range tend to have higher levels of practical knowledge and workplace experience, which shape their engagement and responses in professional settings (Park & Su, 2026).

In terms of gender, 45 respondents or 90% were female and 5 respondents or 10% were male, for a total of 50 or 100.00%. The sample is therefore heavily influenced by female respondents, and the findings are more reflective of female perspectives, experiences, and interpretations. Gender-imbalanced samples are common in education research, particularly where convenience sampling is used, and such imbalances can affect representativeness and external validity (Rivera-Lozada & Escobar, 2024). Underrepresentation of one gender also limits the ability to generalize findings across populations (Sánchez-Jiménez et al., 2023).

In terms of highest educational attainment, 41 respondents or 82% had units in a master's program and 9 respondents or 18% held a bachelor's degree. No respondent (0 or 00%) had completed a master's degree, had units in a doctorate program, or was a doctorate graduate, for a total of 50 or 100.00%. Most participants are therefore advancing their academic qualifications, though none has completed a graduate or doctoral degree. This shows a strong inclination toward professional growth and continuing education, consistent with findings that teachers increasingly pursue graduate studies to enhance pedagogical competence, professional growth, and career advancement (Tulo & Lee, 2022).

In terms of length of teaching experience, 23 respondents or 46% had 11-20 years of experience, 13 or 26% had 6-10 years, 9 or 18% had 21 years and beyond, and 5 or 10% had 1-5 years, for a total of 50 or 100.00%. The group is largely composed of experienced teachers, with a mix of moderately experienced and veteran educators. Experienced teachers develop enhanced classroom management skills and adaptive expertise that allow them to respond more effectively to varying learner needs and instructional challenges (Graham et al., 2020). Mid-career and veteran educators also serve as anchors of instructional stability, as their accumulated experience contributes to more consistent decision-making and improved teaching quality (Makhmetova et al., 2024).

In terms of relevant training and seminars, 30 respondents or 60% had attended 1-3 times, 18 or 36% had attended 4-6 times, and 2 or 4% had attended none, for a total of 50 or 100.00%. Most respondents have therefore had some exposure to professional development, but the dominance of the 1-3 group suggests that sustained and frequent participation is less evident. This aligns with findings that many teachers engage in continuing professional development intermittently because of time constraints, workload, and access issues (Dayagbil, 2024).

Attitudes toward wisdom inside the classroom

For knowledge management, the indicator "Acquiring broad knowledge of the world" obtained the highest mean of 4.48, interpreted as Always. The other indicators were "Acquiring specialized forms of knowledge about the challenge at hand" at 4.40, "Synthesizing knowledge from opposing points of view" at 4.46, "Knowing how to apply appropriate knowledge in a given situation" at 4.42, and "Knowing when to apply appropriate knowledge in a given situation" at 4.38, all interpreted as Always. The overall mean was 4.42, interpreted as Always. Teachers thus place high value on continuous learning and are not limited to subject-specific knowledge, and they regularly acquire, organize, and apply knowledge in their teaching. Continuous professional development and knowledge expansion strengthen pedagogical competence, adaptability, and instructional decision-making in complex classrooms (Darling-Hammond et al., 2020). Teachers who broaden their knowledge beyond subject content develop stronger pedagogical content knowledge (OECD, 2020), and those who acquire and organize knowledge integrate new information more effectively into planning and delivery (Fernández-Nieto et al., 2025). Knowledge management is also recognized as essential for professional growth because it helps educators create, share, and apply knowledge to improve decisions and instructional quality (Romero-Ochoa et al., 2025).

For self-regulation, "Reflecting on the sort of person they are becoming" had the highest mean of 4.46, interpreted as Always. "Willing to admit one's mistakes" and "Adapting behavior when the situation changes appropriate to the specific situation" each obtained 4.44, and "Focusing their attention on what's most important at the time" obtained 4.36, all interpreted as Always. "Expressing emotions without losing control (e.g., showing anger without losing control)" obtained 4.04, interpreted as Often. The overall mean was 4.34, interpreted as Always. The results suggest strong self-awareness, personal accountability, and emotional maturity, with emotional expression under pressure being the relatively weakest area. Teachers who reflect on their behaviors, values, and professional identity show stronger self-regulation and better instructional decisions (Korthagen, 2017), and continuous self-assessment promotes adaptive expertise (Zulfikar et al., 2022). Consistent self-regulatory strategies are linked to emotional control, instructional clarity, and classroom management effectiveness (Zimmerman, 2020), and reflective, emotionally aware teachers are better able to evaluate and adjust their decisions (Schunk & DiBenedetto, 2021).

For moral maturity, "Considering the well-being of other people and society" had the highest mean of 4.48, interpreted as Always. "Understanding moral principles" obtained 4.46, "Thinking ethically" 4.44, and "Treating another person, the way they would like to be treated" 4.28, all interpreted as Always. "Behaving in a manner that also benefits other people rather than just themselves" obtained 4.16, interpreted as Often. The overall mean was 4.36, interpreted as Always. Teachers are strongly guided by ethical values and social responsibility, and they consider the impact of their actions on others. Ethically aware teachers are more likely to make fair decisions, uphold professional standards, and consider the broader social impact of their actions (Campbell, 2021), and socially responsible teachers promote inclusive and caring climates that support socio-emotional development (Jennings & Greenberg, 2009). Moral commitment strengthens professional integrity (Hargreaves & Shirley, 2020), and teachers who model ethical behavior contribute to a positive school culture and trust among students and colleagues (OECD, 2025).

For tolerance of uncertainty, "Understanding that all people have limitations in how much they know" had the highest mean of 4.52, interpreted as Always. "Considering that the future cannot be fully known in advance" obtained 4.38, while "Considering that the validity of information available to humans could be limited" and "Having tolerance for unexpected events" each obtained 4.32, all interpreted as Always. "Being comfortable with unknown

situations" obtained 4.10, interpreted as Often. The overall mean was 4.32, interpreted as Always. Teachers maintain a realistic, open-minded view of human knowledge, which promotes patience, empathy, and flexibility, although comfort with unknown situations is comparatively lower. Such attitudes support non-judgmental environments where students feel valued and encouraged to participate (Gay, 2018), and intellectual openness helps teachers build collaborative relationships and a culture of shared learning (Hargreaves & O'Connor, 2018). This openness allows strategies to be adjusted to student needs (Schön, 2019), and flexibility, patience, and adaptability are essential competencies in diverse and dynamic classrooms (Klassen & Tze, 2019).

For openness, "Having tolerance for beliefs and actions that may be different from their own" had the highest mean of 4.44, interpreted as Always. "Having tolerance for beliefs and actions that are unfamiliar" obtained 4.42, "Willing to be around people whose views are strongly different from their own" 4.40, and "Willing to explore ideas with those who have different perspectives and beliefs" 4.32, all interpreted as Always. "Being curious about other religious and/or philosophical belief systems" obtained 4.20, interpreted as Often. The overall mean was 4.35, interpreted as Always. Teachers are accepting and respectful of diversity, which promotes inclusivity and harmonious interactions. Openness to diverse viewpoints contributes to equitable and culturally responsive environments (Paris & Alim, 2017), fosters mutual respect and belonging (Ryan & Deci, 2020), and enhances motivation and participation by validating students' identities and experiences (Sleeter, 2019). Inclusivity and respect for individual differences are foundational to positive classroom climates (Banks, 2019), and respectful, equitable classrooms foster stronger motivation, better peer relationships, and higher achievement (Wentzel, 2020). Teachers who embrace diversity are also more likely to use culturally responsive, student-centered strategies (Paris & Alim, 2017).

For sound judgement, "Evaluating whether their assumptions are justifiable" and "Thinking about different probabilities to improve decision making" each obtained the highest mean of 4.42, interpreted as Always. "Recognizing differences among opinion, reasoned judgment, and fact" obtained 4.36, while "Recognizing and considering the need to seek contradictory evidence" and "Considering the context in which they are making a judgment" each obtained 4.34, all interpreted as Always. The overall mean was 4.37, interpreted as Always. Teachers are reflective and analytical, carefully assessing situations before deciding. This supports critical thinking and sound judgment for addressing classroom challenges fairly (Brookfield, 2017). Reflective, evidence-based decision-making equips teachers to manage complex dynamics and promote equitable outcomes (Timperley et al., 2019), and systematic examination of practice improves instructional quality and achievement (Killion & Crow, 2019). The capacity to weigh alternatives is also linked to professional judgment and evidence-based practice (Cochran-Smith & Lytle, 2019), and strong decision-making contributes to stable, well-managed learning environments (Ingersoll & Collins, 2021; Kraft & Papay, 2020).

For creative thinking, "Generating unique and novel ideas" had the highest mean of 4.38, interpreted as Always. "Having an ability to sense when problems are about to a rise" obtained 4.34, "Seeing relationships among ideas" 4.32, "Elaborating on ideas by adding details" 4.26, and "Synthesizing and recombining ideas to improve the solution" 4.22, all interpreted as Always. The overall mean was 4.30, interpreted as Always. Teachers regularly engage in innovative thinking and apply imaginative strategies. Creative teachers design engaging, student-centered lessons that respond to diverse needs and improve motivation and participation (Beghetto, 2019). Imaginative strategies contribute to dynamic, interactive environments that improve academic performance and learner satisfaction (Sawyer, 2019; Sawyer et al., 2021), and creative pedagogies encouraging exploration, problem-solving, and student agency lead to higher engagement and deeper understanding (Rinkevich, 2020).

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Extent of the challenges encountered

The ten challenge indicators were all interpreted as Often. “Integrating knowledge from various sources to make effective teaching decisions can be challenging” obtained 4.00. “I find it challenging to make sound instructional decisions that balance students’ diverse needs” and “Generating creative solutions to instructional or behavioral problems is often difficult” each obtained 3.92. “It is challenging to consistently demonstrate fairness and moral judgment when addressing student behavior” obtained 3.88, “Unpredictable student behavior or unexpected events in the classroom makes it difficult to exercise wisdom” 3.82, “Managing my emotions during difficult classroom situations often limits my ability to act wisely” and “External factors such as workload, administrative tasks, or parental expectations limit my ability to apply wisdom” each 3.74, “I struggle to remain open to new teaching methods, ideas, or feedback in the classroom” 3.70, “Limited teaching resources and materials hinder my ability to implement wise classroom practices” 3.60, and “Certain classroom situations make it difficult for me to make decisions that ensure positive learning outcomes for all students” 3.58. The overall mean was 3.79, interpreted as Often. Teachers sometimes struggle to address varied learner needs while finding innovative solutions, and maintaining fairness and ethical consistency in behavior management is demanding because of situational pressures. Although respondents hold positive attitudes toward wisdom-related competencies, they regularly experience difficulties in decision-making, moral judgment, creativity, and balancing diverse needs. Managing heterogeneous classrooms requires adaptive expertise and places significant cognitive and practical demands on teachers (König et al., 2020), and constant adjustment and differentiation increase cognitive load and decision-making complexity (Sweller et al., 2019). Professional development in classroom management and ethical decision-making can help teachers respond fairly and consistently (Opfer & Pedder, 2020), and sustained, high-quality professional learning improves behavior management grounded in reflective judgment (Kraft & Blazar, 2021). Creative teaching is likewise a professional skill developed through continuous learning, collaboration, and structured development (Craft, 2019).

Relationship between attitudes toward wisdom and challenges encountered

The Pearson product-moment correlation r was used to test the relationship between the respondents’ attitudes toward their wisdom inside the classroom and the extent of the challenges they encountered. Results showed a significant relationship across all seven domains. Creative thinking had the highest correlation ($r = 0.9169$), followed by sound judgement ($r = 0.8107$), openness ($r = 0.7845$), moral maturity ($r = 0.7826$), tolerance of uncertainty ($r = 0.7479$), knowledge management ($r = 0.6712$), and self-regulation ($r = 0.6295$). Each was reported with a p value of $> .001$, interpreted as Significant at the .05 level of significance (significant when $p < .05$), so the null hypothesis was rejected for every domain. The consistently high positive coefficients indicate a strong relationship in which attitudes toward classroom wisdom and the challenges encountered vary together, with creative thinking, sound judgement, and openness playing the most crucial roles. Higher levels of critical thinking, creativity, openness, and sound judgment are associated with improved problem-solving and adaptive coping in academic settings (Sternberg, 2019), and such cognitive and dispositional strengths help individuals navigate complex tasks, apply metacognitive strategies, and adjust when facing difficulty (Schunk & Greene, 2020).

Synthesis

The 50 respondents were mostly female (45 or 90%), aged 41-50 (21 or 42%), holders of units in a master's program (41 or 82%), and teachers with 11-20 years of experience (23 or 46%), with most having attended 1-3 trainings (30 or 60%). They rated all seven wisdom domains as Always, with overall means of 4.42 for knowledge management, 4.34 for self-regulation, 4.36 for moral maturity, 4.32 for tolerance of uncertainty, 4.35 for openness, 4.37 for sound judgement, and 4.30 for creative thinking, while rating the challenges they encounter as Often at an overall mean of 3.79. The significant correlations ($r = 0.6295$ to 0.9169) show that attitudes toward classroom wisdom and the challenges teachers face are meaningfully related. Together these findings address the study's objectives on the respondents' profile, their attitudes, the extent of their challenges, and the relationship between them. They contribute context-based evidence from Moalboal District that can inform school-level support and professional development, and they prepare the way for the professional development plan to be presented in the next chapter.

CONCLUSION

The present study examined the relationship between teachers' attitudes toward their wisdom inside the classroom and the challenges they encounter in their teaching practice. It was conducted among more than fifty respondents from selected public elementary schools in Moalboal District, Moalboal, Cebu, under the Department of Education Cebu Province Schools Division during the school year 2025-2026. Using a correlational design, an adapted questionnaire, and the random-convenience sampling technique, the study treated its data with simple percentage, weighted mean, and the Pearson product moment correlation. The respondents were mostly in middle adulthood, with smaller proportions from the younger and older age groups. Females predominated, and males were only minimally represented. Most were pursuing graduate studies, a smaller group had completed only an undergraduate degree, and none had yet completed higher graduate or doctoral studies. The majority were well-experienced professionals with many years of service, followed by those with moderate experience and a few early-career teachers. Most had attended relevant trainings and seminars at least a few times, a smaller portion had participated more frequently, and only a very small number reported no exposure to such activities. These findings show that the respondents are a mature, experienced, and professionally engaged group of teachers.

Against this background, the findings reveal that the respondents consistently hold strong positive attitudes toward wisdom-related competencies across all seven dimensions. In knowledge management, they show a high level of commitment to acquiring and applying broad knowledge in their professional practice. In self-regulation, they emerge as highly reflective individuals who regularly assess their personal and professional growth. In moral maturity, they prioritize ethical responsibility and the welfare of others in their decision-making and classroom interactions. In tolerance of uncertainty, they demonstrate understanding and acceptance of the limits of human knowledge, which reflects openness and humility in learning. In openness, they are generally respectful and accepting of diverse beliefs and perspectives. In sound judgment, they show a strong ability to evaluate assumptions and consider alternative perspectives, and in creative thinking, they show a strong tendency to generate innovative and original ideas for instruction. It is therefore concluded that the teachers regard themselves as possessing a well-developed repertoire of classroom wisdom, even as they remain committed to continuous growth.

Despite these favorable attitudes, the respondents frequently encounter challenges in their teaching practice. These difficulties are most evident in making sound instructional decisions that address the diverse needs of learners and in generating creative solutions to

instructional and behavioral concerns. Maintaining fairness and demonstrating consistent moral judgment when handling student behavior was likewise commonly experienced as a difficulty. This suggests that strong wisdom-related attitudes do not exempt teachers from the demands of daily classroom practice, and that the areas of greatest difficulty correspond closely to the competencies of sound judgment, creative thinking, and moral maturity.

The correlational analysis then connects these two sets of findings. A significant and meaningful relationship was found between the respondents' attitudes toward classroom wisdom and the challenges they encounter in teaching. All seven indicators, namely knowledge management, self-regulation, moral maturity, tolerance of uncertainty, openness, sound judgment, and creative thinking, were strongly associated with the challenges experienced. Creative thinking showed the strongest relationship, followed by sound judgment and openness, while knowledge management and self-regulation also showed strong associations. Taken together, these results support the conclusion that classroom wisdom is significantly related to teachers' ability to manage and overcome instructional challenges. These competencies are closely linked to how teachers handle classroom difficulties, which highlights their importance in enhancing teaching effectiveness and professional practice.

In light of these conclusions, it is recommended that school administrators and educational leaders strengthen programs that develop teachers' classroom wisdom, particularly in knowledge management, self-regulation, moral maturity, tolerance of uncertainty, openness, sound judgment, and creative thinking. Continuous professional development activities such as trainings, seminars, and workshops should be designed around these competencies so that teachers are better equipped to manage classroom challenges. Teachers should also be encouraged to engage in reflective practice and collaborative learning communities to further develop their decision-making skills and instructional creativity. Schools may likewise consider mentoring programs in which experienced teachers guide less experienced educators in applying wisdom-based practices in real classroom situations. Future researchers are encouraged to conduct similar studies in different educational contexts or to explore additional variables that may further explain the relationship between classroom wisdom and teaching challenges, in order to deepen and broaden understanding of this area. Finally, the output of the study, the professional development plan, will be used to translate these recommendations into concrete action.

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