Assessing the Challenges and Interventions for Primary Education Learners

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ABSTRACT

This research assessed the learners' challenges encountered and interventions provided at Dumaguete City Central School in Dumaguete City Division during school year 2023-2024 for a proposed behavior modification guide. This descriptive correlational design study had purposively selected 120 parent and 16 teacher respondents who answered a researcher-made survey questionnaire. The data gathered were statistically treated. Findings revealed that the majority of parent respondents were 30-49 years old, females, high school graduates, with 3-4 children, and middle-income. Teacher respondents mostly were 51-69 years old, female, with master's units, and had 16 years or more in service. The parents and teachers perceived the extent of the learners' challenges encountered as to family and peers was high, and the classroom was moderate for parents and low for teachers. Parents' perception of the extent of the interventions provided to the learners in terms of family, peers, and classroom was all moderately done. While for the teachers, as to family was done, for peers and classroom was extensively done. There was no significant difference between the teachers' and parents' perception of the learners' challenges encountered by family and peers, but there was a significant difference in the classroom variable. There was no significant difference between the teachers and parents' perception on the extent of Interventions provided towards the learners in terms of family, peers, and classroom. There was a significant relationship between the challenges encountered and the interventions provided towards the learners.

INTRODUCTION

The universal significance of early childhood education is recognized across cultures and educational systems, emphasizing its critical role in establishing the groundwork for lifetime learning and growth (Spiteri, 2020). Despite this shared understanding, the landscape of early childhood education reveals significant disparities in the challenges encountered by learners and the effectiveness of interventions, particularly when comparing Western and Asian educational contexts (Wang *et al.*, 2020). This disparity emphasizes the importance of having a detailed understanding of these problems and the development of culturally responsive interventions to support young learners effectively.

A wide range of obstacles early childhood learners face in Western countries, most notably the United States, has been thoroughly documented. These obstacles, which are frequently entrenched in socioeconomic concerns, familial contexts, and developmental issues, are acknowledged as important hurdles to children's educational involvement and achievement (Tam, 2018). To address these challenges, a variety of initiatives, including policy reforms and tailored programs, have been developed to improve access to high-quality education while also providing specialized support for students facing unique challenges.

However, the dynamic nature of societal and educational expectations mandates the ongoing evaluation and customization of these interventions to ensure that they match the changing requirements of young pupils. This continual monitoring strives to guarantee that all young students have the necessary help to prosper academically and developmentally.

In contrast, in Asian educational systems, such as the Philippines, the reported prevalence of early childhood education issues is lower (Duangthip *et al.*, 2017), which could be due to cultural values that emphasize respect, discipline, and obedience from a young age. This cultural emphasis may result in fewer overt behavioral problems and a unique set of educational hurdles (Lizardo, 2017). However, this does not suggest a lack of obstacles; rather, it indicates variances in issue assessment, reporting, and intervention within the cultural context.

This disparity reveals a considerable gap in the literature, implying that cultural norms and expectations influence not just the identification of problems, but also the perceived effectiveness and execution of remedies. The need for culturally sensitive assessment methods and interventions becomes evident, underscoring the importance of understanding and addressing the unique needs of early learners across different cultural settings.

The Philippine school system has implemented initiatives such as Bawat Bata Bumabasa (3Bs) and Every Child a Reader Program (ECARP) to address fundamental educational difficulties, with the goal of improving literacy and combating learning poverty (Saavedra *et al.*, 2021). However, the post-pandemic surge in student enrollment has presented additional concerns, such as adjustment difficulties and issues with classroom capacity and scheduling. These developing challenges, including

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tardiness, absenteeism, and social integration issues, highlight the importance of tailored support in creating a positive educational environment for early learners.

This study aims to bridge the gap in understanding early childhood learners' educational challenges and the interventions provided across cultural contexts. By examining these aspects within the specific cultural framework of the Philippines, the research seeks to contribute valuable insights into creating supportive, inclusive, and effective educational environments for primary learners to improve the quality and accessibility of early childhood education while considering students' cultural, social, and economic realities, opening the way for diverse and effective educational approaches.

Review of Related Literature and Studies

The Philippine educational landscape showcases a fascinating blend of psychological theories and educational policies, particularly in the field of early childhood education (ECE). Theoretical foundations are derived from B.F. Skinner's Behaviorism and Albert Bandura's Social Learning Theory. These theories provide valuable insights into learning and behavior shaping, which are essential for developing and implementing effective educational strategies. At the core of policy frameworks are the Department of Education (DepEd) Order No. 40 s. 2012 (Child Protection Policy), the Omnibus Policy on Kindergarten Education, and the Enhanced Basic Education Act of 2013. These policies play a crucial role in guiding approaches to child safety, curriculum development, and setting overall educational standards.

Skinner's Behaviorism, with its emphasis on the effects of environmental consequences on behavior, has a profound impact on educational practices (Skinner, 1986). In familial contexts, utilizing positive reinforcements such as praise or rewards for good behavior or academic achievements can have a significant impact on shaping a child's behavior. This approach effectively tackles the issue of low motivation or participation in educational activities. In classrooms, Skinner promotes the importance of creating a controlled environment that fosters appropriate behavior and learning. This can be achieved through the implementation of positive reinforcement strategies such as verbal praise, tokens, or extra playtime. Mastering the art of tailoring curriculum and teaching strategies to create optimal learning environments is essential.

Highlighting the importance of observation, imitation, and modeling within social contexts, Bandura's Social Learning Theory complements Skinner's Behaviorism. It emphasizes the importance of parents, peers, and teachers as behavioral models (Bandura & Walters 1977). Bandura's theory highlights the profound influence of social interactions on children's learning and behavior. In educational settings, peer interactions and teacher modeling play a crucial role. Initiatives such as peer mentoring and cooperative learning activities promote positive peer interactions and improve social integration.

The DepEd Child Protection Policy emphasizes the importance of creating a secure educational environment, with a focus on the roles of families and the resolution of issues such as abuse or neglect. It emphasizes the significance of establishing a home atmosphere that promotes learning. With a deep understanding of the subject matter, the Omnibus Policy on Kindergarten Education and the Enhanced Basic Education Act prioritize the use of curricula that are tailored to the developmental needs of young learners. These policies also recognize the significance of addressing the specific challenges that these learners may encounter.

Families have a crucial impact on early childhood education. Factors such as socio-economic status, family structure, and parental involvement play a crucial role in shaping children's development. Lower-income families frequently face challenges in providing sufficient educational resources and support (Panicker & Nedungottil, 2021). Active parental involvement is crucial in creating a supportive atmosphere for learning (Allay, 2023). Peer interactions play a crucial role in shaping children's social and emotional development. Understanding the impact of issues such as bullying and social exclusion on emotional and behavioral well-being is crucial (Jones *et al.*, 2017). Muñoz-Hurtado (2018) posits that positive peer interactions are associated with higher levels of academic engagement and achievement, whereas negative interactions can lead to disengagement and decreased academic performance. Establishing inclusive and supportive peer environments is of utmost importance (Franklin López *et al.*, 2021). The classroom and school environment also present challenges, including teacher-student relationships, classroom management, and the inclusivity of the curriculum. The interaction between teachers and students has a profound impact on learning outcomes Franklin & Harrington, 2019). Positive and supportive teacher-student relationships have been found to correlate with improved academic achievements and student well-being (Poulo, 2020). On one hand, Alghufali (2024) claims that teachers have to provide artistic activities for it improves children's creative thinking, cognitive abilities, emotional well-being, and social development. Amiri (2023) postulates that teachers have to holistically supported and should unwind for their enjoyment and boredom significantly affect students' enjoyment and learning acquisition.

Programs implemented to address family-related challenges range from workshops and seminars to help parents support their children's learning at home, as well as initiatives to enhance communication between schools and families (Cadieux *et al.*, 2019). Schools that implement various strategies to address peer-related challenges, such as anti-bullying campaigns, peer mentoring programs, and social skills training create a positive school environment that prioritizes the safety, inclusion, and value of all students (Theg, 2017). Dealing with classroom challenges in ECE involves effectively navigating diverse developmental stages and learning

styles, while prioritizing active student engagement. Mastering the art of structured learning, incorporating elements of playfulness, utilizing differentiated instruction, and embracing inclusive teaching methods are crucial for success (Yu, 2023). Understanding the importance of managing the transition from home or pre-school settings to formal schooling is crucial.

Professional development for teachers has placed a strong emphasis on inclusive teaching practices and effective classroom management when addressing classroom and school-related challenges. Lindner and Schwab (2020) found that teachers who receive training on differentiation and inclusive practices, the classroom environment is improved and becomes an optimal space for inclusive learning for every student. It develops a more inclusive curriculums that embrace the diverse backgrounds and learning needs of students. Employing an integrative approach in ECE requires skilfully combining interventions across family, peer, and classroom contexts. These include parent-led programs, peer interaction initiatives like The Incredible Years, and classroom interventions such as the Reggio Emilia approach (Healy *et al.*, 2022; Murray *et al.*, 2018; Smith, 2021).

Building upon the diverse array of theories, legal bases, and related studies referenced, this research constructs a foundational framework aimed at further investigating the multifaceted aspects influencing early childhood education (ECE) in the Philippines. Despite substantial research into educational theories, family dynamics, peer interactions, and classroom problems, there is a scarcity of comprehensive studies that combine these factors in the context of Philippine early childhood education. Hence, this study assessed the primary education learners' challenges encountered and interventions provided in some schools in Dumaguete City, Negros Oriental, Philippines.

METHODOLOGY
This descriptive correlational design study had purposively selected 120 parent and 16 teacher respondents who answered the researcher-created questionnaires after it passed the pilot testing, validity, and consistency tests with 0.76 Cronbach Alpha (CA). Informed consent and other ethical guidelines were complied. The survey for parents and teachers encompassed three parts: Part I collected demographic data such as age, gender, educational attainment, family income (for parents), and length of service (for teachers). assessed the challenges faced by learners in family, peer, and classroom settings with 10 statements per category. Part III assessed the interventions for those challenges, with 10 statements per category. Both parts used a 5-point Likert scale: 5-Strongly Agree, 4-Agree, 3-Undecided, 2- Disagree, and 1-Strongly Disagree. The data gathered were organised, tallied, summarised, tabulated, and treated statistically with a statistician's assistance. Frequency count and percentage were used to determine the parents' and teachers' profile-related variables. Weighted mean was employed to ascertain the extent of the challenges encountered by the learners and the interventions provided. Independent samples t-test was utilized to test for significant differences between the teacher's and parents' perceptions of the challenges encountered by the learners and interventions provided. While Pearson Correlation Coefficient (r) was applied to test the significant relationship between the extent of the challenges encountered and interventions provided to the learners.

RESULTS AND DISCUSSION
This section presents the results of the data gathered in terms of the parents' and teachers' profile, their perceptions of the extent of the challenges encountered by the learners and the interventions provided, the test of significant difference between the teachers and parents'

Table 1: Age and Gender of the Parent-Respondents

Age (in years)	Female		Male		Total	
	f	%	f	%	f	%
40-49	13	10.83	20	16.67	33	27.50
30-39	31	25.83	29	24.17	60	50.00
20-29	17	14.17	10	8.33	27	22.50
Total	**61**	**50.83**	**59**	**49.17**	**120**	**100.00**

perception on the challenges encountered by the learners and interventions provided, and its significant relationship.

As shown in Table 1, the 30-39 age group is the most represented, accounting for 50% of all respondents, with a nearly equal split between females (25.83%) and males (24.17%). Parents aged 40 to 49 account for 27.5% of all responses, with males (16.67%) outnumbering females (10.83%). The 20-29 age group accounts for 22.5% of the total, with females (14.17%) outnumbering males

(8.33%) once again. Females (50.83%) slightly outweigh males (49.17%) in the overall gender distribution.

Balanced gender representation is essential in providing a comprehensive view from both mothers and fathers, acknowledging that gender may influence parental attitudes and involvement in their children's education. Cabrera et al (2018) indicated that mothers and fathers frequently assume distinct responsibilities in their children's education. Mothers tend to be more actively engaged in direct educational activities, such as assisting

with homework, but fathers commonly provide indirect support by establishing educational expectations. The variation in age groups can also affect parental perspectives on educational challenges and expectations. Sorkkila and Aunola (2020) claimed that younger parents, who may have a smaller age gap with current educational practices, may possess distinct expectations and approaches towards education in contrast to older parents. Parents who are older may depend more on traditional techniques and may hold distinct viewpoints on contemporary educational trends and technologies. The findings align with the research of Barger et al (2019), which indicates that parental involvement in children's education varies across different age groups and that mothers are generally more involved in educational matters than fathers.

Table 2: Highest Educational Attainment of the Parent-Respondents

Educational Attainment	f	%
College Graduate	15	12.50
College Level	33	27.50
High School Graduate	50	41.67
High School Level	18	15.00
Elementary Graduate	4	3.33
Total	**120**	**100.00**

Table 2 reveals that most parents (41.67%) have a high school diploma, followed by those with some college education (27.50%). College graduates account for 12.50% of responses, while those who have just completed high school account for 15.00%. Elementary grads make up the lowest group, accounting for 3.33%. The data indicates that a sizable proportion of the parents have completed high school, implying a basic level of educational achievement that can impact their viewpoints and involvement in their children's education. The lower number of college graduates could be attributed to socioeconomic circumstances or regional educational patterns. This situation could indicate socio-economic factors that restrict higher educational achievement or indicate regional educational patterns where college access is less common. In addition, these parents may place a higher value on practical knowledge or skills rather than academic pursuits, which influences how they approach their children's education. Their perspectives and contributions to their children's learning journey are crucial, as they might focus more on practical life skills and basic academic support.

Coleman (2018) has elaborated that the higher educated parents, such as college graduates, are frequently more involved in their children's academic lives and can provide more complete support, such as understanding complicated educational material and navigating school systems. Parents with lesser educational attainment, on the other hand, may experience difficulties in adequately supporting their children's academic demands due to

insufficient resources or knowledge. Park and Holloway (2017) expressed that parents with lesser education may place a higher value on practical knowledge or skills rather than academic pursuits, which influences how they approach their children's education. Their perspectives and contributions to their children's learning journey are crucial, as they might focus more on practical life skills and basic academic support.

Table 3: Parent-Respondents' Number of Children

Number of Children	f	%
More than 4	6	5.00
3-4	63	52.50
1-2	51	42.50
Total	**120**	**100.00**

Table 3 presents that many of the parents (52.50%) have 3-4 children, followed by 42.50% who have 1-2 children, and a small percentage (5.00%) with more than 4 children. The prevalence of parents with three or more children suggests that these families may have special obstacles in allocating resources, such as time, attention, and financial resources, among their children. This is especially important in schooling, as parents may need to divide their commitment and support across numerous children. Greenway et al (2020) discussed that parents with several children found themselves balancing multiple responsibilities, which can result in limited time and resources to cater to each child's unique educational requirements. It can also have an impact on the children, as they may receive less individualized support at home for homework or school projects. On contrast, parents with fewer children (1-2) may be able to give their children's educational requirements more focused attention and resources. However, this does not always mean improved educational performance, as other characteristics such as parental education levels and socioeconomic position also play important roles. Blake (2022) supports that children with fewer siblings have higher educational attainment, partly because parents can allocate more resources per child.

Table 4: Parent-Respondents' Combined Family Monthly Income

Monthly Income (in pesos)	f	%
Above 30,000	28	23.33
25,001-30,000	23	19.17
20,001-25,000	35	29.17
15,001-20,000	31	25.83
10,001-15,000	3	2.50
Total	**120**	**100.00**

Table 4 showcases that the most common income bracket is 20,001-25,000 pesos, encompassing 29.17% of the respondents. This is followed closely by those earning

15,001-20,000 pesos (25.83%) and those earning above 30,000 pesos (23.33%). The bracket of 25,001-30,000 pesos comprises 19.17% of the respondents, and the least represented group earns between 10,001-15,000 pesos (2.50%).

The income distribution implies that most parent respondents are middle-income. Families with mid-range monthly salaries (15,001-30,000 pesos) may have distinct resources and challenges than those with greater or lower incomes. Higher-income families (those earning more than 30,000 pesos) may have greater resources to invest in their children's education, such as private tutoring, improved instructional materials, and extracurricular activities. Marshall and Fukao (2019) claimed that high-income families can afford additional educational resources like private tutoring, advanced instructional materials, and diverse extracurricular activities, which can enrich their children's educational experiences and enhance academic performance.

In contrast, the lower income band (10,001-15,000 pesos) constitutes a small percentage of the sample, implying that these families may experience more financial constraints, thereby impacting their capacity to adequately fund their children's educational needs. According to Cross et al (2018), lower-income families frequently encounter considerable difficulties in offering educational support, mainly because of their limited financial resources. This economic hardship may have a significant impact on their children's ability to access quality education and essential educational resources, potentially leading to lower academic performance and long-term educational prospects.

Liu et al (2020) supports the relationship between socioeconomic status and academic achievement. This research found that family income is a significant predictor of children's educational outcomes, with higher income linked to better academic performance.

Table 5: Age and Gender of the Teacher-Respondents

Age (in years)	Female		Male		Total	
	f	%	f	%	f	%
51-59	6	37.50	0	0.00	6	37.50
42-50	5	31.25	1	6.25	6	37.50
33-41	1	6.25	1	6.25	2	12.50
24-32	2	12.50	0	0.00	2	12.50
Total	**14**	**87.50**	**2**	**12.50**	**16**	**100.00**

Table 5 reveals that 87.5% female teachers and 12.5% male instructors. More specifically, 37.50% of these female professors are 51-59 years old and 31.25% are 42-50. With 12.50% of teacher respondents, 33-41 and 24-32 are underrepresented. In particular, there are no male teachers in the 24-32 and 51-59 age categories. This gender bias toward female teachers, especially in older age groups, is typical of the teaching profession, especially in early childhood and primary school. This gender disparity is commonly linked to societal norms and perceptions regarding gender roles in education. Kelleher et al (2011) suggested that the teaching profession has historically been associated with nurturing, which has resulted in a higher representation of women in these stages. In addition, Wang and Degol (2017) found a gender disparity in teaching and its possible effects on teaching and student experiences.

The age distribution among these teachers indicates a significant number of experienced educators who possess a wealth of knowledge and expertise that can greatly benefit educational environments. According to a study conducted by Podolsky et al (2019), experienced teachers can greatly influence student learning outcomes due to their advanced teaching skills and effective classroom management strategies. Nevertheless, it may indicate a need for more diverse viewpoints and modern teaching approaches within the teaching profession. Valtonen et al (2020) highlight the valuable contributions of younger teachers who bring fresh perspectives and a strong grasp of modern educational technologies and methodologies. These qualities are crucial for creating a dynamic and current educational atmosphere. This diversity in the teaching workforce can lead to a more holistic and enriched educational experience for student.

Table 6: Teacher-Respondents' Highest Educational Attainment

Educational Attainment	f	%
With Master's Units	12	75.00
Bachelor's Degree	4	25.00
Total	**16**	**100.00**

Table 6 shows that a significant majority (75%) have completed some units towards a master's degree, while the remaining 25% hold a bachelor's degree. The high proportion of master's degree holders among teachers suggests that their workforce is well educated, which may have a beneficial effect on the standard of instruction they deliver. Higher education frequently provides teachers with more comprehensive knowledge, pedagogical expertise, and a greater comprehension of educational ideas and practices. These educators may be able to serve a wider range of learning needs, produce more creative lesson plans, and participate in curriculum creation and educational research with this degree of

study. A study by Kim and Seo (2018) supports the notion that teachers' educational attainment is directly correlated with educational outcomes. The study found that teachers with higher qualifications and advanced degrees are often more effective in the classroom, leading to better student performance. Additionally, teachers with advanced degrees tend to be more adept at curriculum development and implementing innovative teaching methods, which can positively influence student learning outcomes (Shawer, 2017).

Table 7: Length of Service of Teacher-Respondents

Length of Service (in years)	f	%
16 and above	11	68.75
11-15	2	12.50
6-10	2	12.50
1-5	1	6.25
Total	**16**	**100.00**

Table 7 divulges that the majority (68.75%) of the teachers have a length of service of 16 years or more. A smaller group, each constituting 12.50%, have been in service for 6-10 years and 11-15 years, respectively. Only

a minimal portion (6.25%) falls into the 1-5 year service category. The substantial proportion of teachers with extended tenures (16 years and beyond) signifies a highly seasoned teaching faculty. Considerable expertise might be advantageous for enhancing educational excellence, as seasoned educators are frequently more proficient in classroom administration, pedagogical methodologies, and comprehending student requirements. Their extensive experience in the education sector may also indicate a profound understanding of the curriculum, institutional expertise, and a steadfast dedication to the profession. The length of service not only reflects their tenure in the educational field but also can be indicative of their expertise and familiarity with educational practices and policies. Flower et al (2017) stated that experienced teachers possess a deep understanding of classroom management and instructional strategies, resulting in enhanced student learning outcomes. Podolsky et al (2019) have also corroborated the significance of teachers' experience, finding that teaching effectiveness generally increases with years of experience, particularly during the first few years. However, the study also emphasizes the importance of a balance between experienced and new teachers to foster a dynamic and evolving educational environment.

Table 8: Extent of the Challenges Encountered by the Learners as to Family as perceived by the Parents and Teachers

S/N	Indicators	Parents		Teachers	
		WM	VD	WM	VD
1	The family's economic situation affects the learner's school participation.	3.78	High	4.44	Very High
2	Homework support at home is insufficient for the learner.	3.99	High	3.44	High
3	Family responsibilities affect the learner's homework time.	3.79	High	3.94	High
4	Lack of educational resources at home hinders learning.	3.91	High	3.75	High
5	The learner's educational needs are not well understood by family members.	3.18	Moderate	3.63	High
6	Family stress or conflicts impact the learner's focus on school.	3.69	High	4.44	Very High
7	Parents' work schedules limit their involvement in school activities.	3.30	Moderate	4.00	High
8	There is limited encouragement for learning from the family.	4.09	High	3.75	High
9	The learner has to care for younger siblings, affecting study time.	3.62	High	3.88	High
10	Family does not regularly communicate with teachers about the learner's progress.	3.53	High	4.19	High
Aggregate Weighted Mean		**3.69**	**High**	**3.94**	**High**

Legend: 4.21-5.00-Very High; 3.41-4.20-High; 2.61-3.40-Moderate; 1.81-2.60-Low; 1.00-1.80-Very Low

The parents' perception in table 8 has the Aggregate Weighted Mean (AWM) of 3.69 with a verbal description of 'high,' which suggests that significant family-related challenges exist that notably impact the learner's educational experience. Significant factors include the substantial influence of economic limitations (3.78) on school enrolment, highlighting financial challenges as a primary obstacle. The lack of sufficient homework support at home (3.99) and the high-ranking for-family responsibilities impeding homework time (3.79) indicate difficulties in providing suitable academic assistance and

managing household duties. The absence of sufficient educational resources within the household (3.91) and elevated ratings for family stress or disputes (3.69) further emphasize the constraints in terms of materials and the negative impact of emotional variables on learning. While the challenges of educational needs and parents' work schedules are considered moderate, the lack of encouragement for learning from the family (rated at 4.09) and inadequate communication with teachers regarding the learner's progress (rated at 3.53) indicate notable deficiencies in motivational and communicative support.

This suggests that there had been significant family-related challenges that notably impact the learner's educational experience. Financial constraints can limit access to educational resources and opportunities, thereby impacting academic achievement. The lack of sufficient homework support and the impact of family responsibilities on homework time highlight the struggle many families face in providing academic assistance. This difficulty in managing household duties alongside educational support is supported by the findings of Vatterott (2018), who emphasize the importance of a conducive home environment for homework completion and better learning. Garcia et al (2020) supports these findings, emphasizing the importance of parental involvement and the home environment in children's academic success. The study suggests that challenges such as economic hardship and limited parental involvement can negatively affect children's academic outcomes.

Table 8 further reveals that the teachers' perceptions of the extent of family-related challenges faced by learners, with an Aggregate Weighted Mean (AWM) of 3.94, with a verbal description of 'high,' which implies that significant family-related challenges exist that notably impact the learner's educational experience. The family's economic status and family stress or disputes are considered to have a significant influence (both rated 4.44) on learners' school involvement and focus, respectively. These findings indicate that limited financial resources and domestic problems pose substantial obstacles to students' ability to

engage in and focus on their studies. High ratings are given to challenges such as inadequate homework support at home (3.44), the influence of family duties on homework time (3.94), and the absence of educational resources (3.75). These findings indicate challenges in creating a suitable home learning environment and managing academic and household responsibilities. In addition, the high assessment of 3.75 for insufficient encouragement for learning and 4.19 for inadequate communication between family and teachers underscores a deficiency in the provision of motivational and communicative support by families. The necessity for learners to attend to their younger siblings (3.88) highlights the wide range of obligations that affect their available study time.

The teachers' observations are consistent with the findings of Liu et al (2020), which indicated that both family participation and socioeconomic factors have a major influence on pupils' academic performance. In addition, Park and Holloway (2017) indicated that difficulties in the family setting, such as financial struggles and insufficient parental involvement, might have a negative impact on students' academic achievements. This correlation suggested that issues such as financial struggles within the family can directly and indirectly affect a student's ability to engage effectively in academic pursuits. This connection highlights the importance of educational policies and interventions that consider the wider socio-economic and familial context in which students are placed.

Table 9: Extent of the Challenges Encountered by the Learners as to Peers as perceived by the Parents and Teachers

S/N	Indicators	Parents		Teachers	
		WM	VD	WM	VD
1	Learners feel pressured by peers to conform in play and activities.	4.21	Very High	3.38	Moderate
2	Difficulty in making friends affects learners' participation in class.	3.60	High	3.00	Moderate
3	Teasing or bullying by peers is affecting learners' confidence.	3.81	High	4.19	High
4	Peer interactions sometimes distract learners from classroom activities.	3.48	High	3.81	High
5	Learners feel left out or excluded by their peers during group activities.	2.78	Moderate	3.25	Moderate
6	Peer conflicts are impacting learners' emotional well-being.	3.36	Moderate	3.50	High
7	Peer group dynamics influence learners' attitudes towards school.	3.59	High	3.69	High
8	Shyness or social anxiety in peer interactions affects classroom engagement.	3.56	High	3.88	High
9	Learners mimic negative behaviors observed in their peers.	3.47	High	3.81	High
10	Peer support or lack thereof influences learners' academic interest.	3.39	Moderate	3.75	High
	Aggregate Weighted Mean	**3.52**	**High**	**3.63**	**High**

Legend: 4.21-5.00-Very High; 3.41-4.20-High; 2.61-3.40-Moderate; 1.81-2.60-Low; 1.00-1.80-Very Low

Table 9 indicates an overall 'high' level of concern with an Aggregate Weighted Mean (AWM) of 3.52. This suggests that notable peer interaction issues exist, significantly affecting learners' social well-being and academic performance. An important concern is the influence of peer pressure in play and activities, which is ranked very high (4.21). This suggests that learners have a significant want to conform to the norms set by their peers, leading

to stress and potentially affecting their individuality. The presence of elevated levels of friend-making challenges (3.60) and instances of teasing or bullying (3.81) indicate that issues related to social inclusion and harassment are substantial concerns, impacting students' engagement in classroom activities and their self-assurance. The interference caused by peer interactions (3.48) and the effect of peer group dynamics on attitudes towards school

(3.59) emphasize the significant significance of peer relationships on academic engagement. The evaluations for feelings of exclusion (2.78) and peer conflicts impacting emotional well-being (3.36) suggest that these concerns are moderately present, albeit not overwhelmingly so. Furthermore, the significance of shyness or social anxiety (3.56) and imitating unfavorable peer actions (3.47) highlights the intricate nature of peer influence, including emotional factors and behavioral tendencies. The findings align with the study conducted by Jones and Doolittle (2017), which examined the significance of peer interactions in the development of children, highlighting the crucial role that peers play in social and emotional learning. Their research substantiates the notion that peer interactions exert a substantial impact on children's behavior, self-assurance, and academic enthusiasm. This corresponds to the significant levels of difficulties observed in Table 9, suggesting that peer dynamics, both positive and negative, have a crucial role in molding students' experiences in school. Comprehending and tackling these problems connected to peers is crucial in establishing educational environments that are supportive and inclusive, promoting healthy social relationships and emotional well-being.

Moreover, table 9 showcases the teachers' perceptions of peer-related challenges encountered by learners, with an Aggregate Weighted Mean (AWM) of 3.63, indicating an overall 'high' level of concern which implies that notable peer interaction issues exist, significantly affecting learners' social well-being and academic performance.

Teachers identify teasing or bullying by peers as the most significant concern, as it greatly impacts learners' confidence (4.19). This is a crucial issue, as bullying can have enduring adverse impacts on a child's self-confidence and psychological well-being. Additional prominent challenges include the diversion of learners' attention from classroom activities due to peer interactions (rated at 3.81), reduced classroom engagement caused by shyness or social anxiety (rated at 3.88), learners imitating negative behaviors observed in their peers (rated at 3.81), and the impact of peer support, or the absence thereof, on academic interest (rated at 3.75). These findings emphasized the substantial influence of peer interactions on multiple facets of students' educational encounters, encompassing classroom involvement, emotional welfare, and conduct.

The ratings for feeling pressured by peers (3.38), trouble in making friends (3.00), and feeling excluded during group activities (3.25) indicate that these issues are of concern, but they are not as severe as some other problems. Nevertheless, the observation that peer group dynamics and disputes have a substantial impact on attitudes towards school (3.69) and emotional well-being (3.50) highlights the crucial need to tackle these matters. The study conducted by Healy et al (2022) provides evidence that the strength of peer interactions significantly impacts students' academic motivation and emotional well-being. Their research highlights that adverse peer interactions, such as bullying and exclusion, can result in less school involvement and elevated levels of anxiety and despair.

Table 10: Extent of the Challenges Encountered by the Learners as to Classroom as perceived by the Parents and Teachers

S/N	Indicators	Parents		Teachers	
		WM	VD	WM	VD
1	The classroom setup is not engaging for Grade 3 learners.	4.06	High	2.00	Low
2	Students struggle with following classroom instructions.	3.30	Moderate	2.38	Low
3	There is a lack of age-appropriate learning materials.	3.17	Moderate	2.63	Moderate
4	Classroom noise levels often distract learners.	3.51	High	2.88	Moderate
5	Teaching methods do not adequately cater to different learning abilities.	3.08	Moderate	2.13	Low
6	Learners find it difficult to stay focused during lessons.	3.64	High	2.81	Moderate
7	There is insufficient praise and motivation from teachers.	3.38	Moderate	2.06	Low
8	Group activities do not effectively include all students.	3.16	Moderate	2.19	Low
9	Learners feel anxious about speaking or participating in class.	3.01	Moderate	2.63	Moderate
10	Classroom activities are not diverse and engaging.	2.39	Low	1.94	Low
	Aggregate Weighted Mean	**3.27**	**Moderate**	**2.36**	**Low**

Legend: 4.21-5.00-Very High; 3.41-4.20-High; 2.61-3.40-Moderate; 1.81-2.60-Low; 1.00-1.80-Very Low

Table 10 presents that the parents' perceptions of the challenges encountered by Grade 3 learners in the classroom are considered moderate overall, as indicated by an Aggregate Weighted Mean (AWM) of 3.27. This means that occasional difficulties in classroom management or engagement, impacting the learning experience. Significantly, the classroom arrangement's

lack of engagement for learners is highly rated (4.06), suggesting that parents regard the atmosphere as insufficiently stimulating or favorable to learning. Furthermore, the elevated scores for classroom noise levels leading to distractions (3.51) and difficulty in sustaining concentration throughout classes (3.64) indicate notable environmental and attention-related obstacles

within the classroom. Additional concerns, such as pupils experiencing difficulty in comprehending instructions (3.30), a shortage of learning materials suitable for their age (3.17), and inadequate encouragement and motivation from teachers (3.38), are considered to be moderate obstacles.

This suggests apprehensions regarding the sufficiency of teaching methods and materials. Curiously, the lowest rating pertains to the diversity and engagement of school activities (2.39), indicating that parents may not consider this to be a serious worry in comparison to other matters. These findings suggest that although the classroom setting as a whole presents certain difficulties, especially in terms of student participation and concentration, parents do not view all aspects of classroom learning as problematic. The positive evaluation of the classroom arrangement and noise levels indicates a necessity to develop more captivating, well-structured, and tranquil learning settings that may effectively captivate and maintain students' focus. Corroborating these findings, a study conducted by Mundiri and Hamimah (2022) revealed that the tangible setting of the classroom, instructional techniques, and the dynamics between teachers and students significantly influence students' educational encounters and level of involvement. Hofkens and Pianta (2022) corroborated that combining effective instructional techniques and positive teacher-student interactions s essential for maximizing student engagement and learning outcomes. I would emphasize the importance of educators being aware of the physical and interpersonal dynamics in their classrooms and using teaching strategies that are responsive and inclusive to all students' needs. It also indicated that classrooms should be carefully planned and supervised to cater to various learning requirements and reduce interruptions, in line with the concerns expressed by parents. These observations emphasized the significance of consistently assessing and adjusting classroom environments and teaching approaches to enhance learning conditions for young pupils.

Table 10 also shows teachers' perceptions of the challenges encountered by Grade 3 learners in the classroom, with an Aggregate Weighted Mean (AWM) of 2.36, indicating an overall 'low' level of perceived challenges which means that some minor issues with classroom dynamics or resources may exist, but they have limited impact on learning. This viewpoint differs significantly from that of parents. Teachers assess the classroom arrangement as unengaging for Grade 3 students (2.00) and consider the suitability of teaching methods for various learning abilities (2.13) as low difficulties, indicating that they view these components of the school environment as generally satisfactory. Likewise, difficulties such as pupils encountering difficulties with instructions, inadequate commendation and encouragement from teachers, and the efficacy of collaborative tasks are all given low ratings (range from 2.06 to 2.38).

On the other hand, teachers have identified many moderate obstacles, such as a scarcity of learning resources suitable for the students' age (2.63), high levels of noise in the classroom leading to distractions (2.88), and learners struggling to maintain their concentration throughout lessons (2.81). Furthermore, there is a moderate level of concern regarding learners experiencing anxiety when it comes to speaking or participating in class (2.63). The disparity in perception between parents and teachers may stem from their distinct jobs and interactions with the pupils.

Teachers, due to their direct involvement in the classroom, may have a more accurate perception of their surroundings and teaching methods compared to parents. Corroborating this observation, a study conducted by Rom and Eyal (2019) revealed that teachers' impressions of their classroom environment and instructional approaches frequently diverge from those of parents and children. This discrepancy is mostly attributed to teachers' greater engagement and distinct viewpoint on classroom dynamics. This divergence in perception highlighted the importance of effective communication and partnership between schools and families. By bridging the gap between home and school perspectives, educators and parents can work together more effectively to support students' learning and well-being.

Table 11: Extent of Interventions Provided towards the Learners to Cope with the Challenges Encountered in terms of Family as Perceived by Parents and Teachers

S/N	Indicators	Parents		Teachers	
		WM	Verbal Description	WM	Verbal Description
1	The teachers have provided financial literacy and resource management workshops for families to alleviate economic hardships impacting learners.	4.27	Extensively Done	3.31	Moderately Done
2	Parent-teacher meetings and workshops have been organized to enhance parental involvement in children's education.	3.31	Moderately Done	4.56	Extensively Done
3	A flexible homework schedule and support program has been established for students managing family responsibilities.	3.65	Done	4.25	Extensively Done
4	The teachers have distributed learning kits and digital resources to students lacking educational materials at home.	2.60	Minimally Done	3.88	Done

| 5 | Counseling services and family workshops are available to address stress or conflicts in the home environment. | 3.15 | Moderately Done | 3.69 | Done |
| **Aggregate Weighted Mean** | | **3.40** | **Moderately Done** | **3.94** | **Done** |

Legend: 4.21-5.00-Extensively Done; 3.41-4.20-Done; 2.61-3.40-Moderately Done; 1.81-2.6, and Minimally Done; 1.00-1.80-Not Done

Table 11 illustrates the parents' perceptions of the extent of interventions provided by teachers to assist learners in coping with family-related challenges. The Aggregate Weighted Mean (AWM) of 3.40 indicates that these interventions are perceived as being 'Moderately Done.' This means that moderate family-challenge-related interventions are in place, offering adequate support but with room for improvement in addressing the challenges. The parents highly rate the provision of financial literacy and resource management workshops (4.27), viewing these as 'Extensively Done.' This suggests that parents recognize and appreciate efforts made by teachers to alleviate economic challenges affecting learners. However, the distribution of learning kits and digital resources for students lacking materials at home is perceived as 'Minimally Done' (2.60), indicating an area for improvement in resource allocation. Parent-teacher meetings and workshops to enhance parental involvement (3.31) and a flexible homework schedule for students managing family responsibilities (3.65) are rated as 'Moderately Done' and 'Done,' respectively. These indicate a moderate level of satisfaction with the school's efforts to engage parents and accommodate students' home responsibilities. Counseling services for addressing home stress or conflicts are also seen as 'Moderately Done' (3.15).

This viewpoint from a parent's standpoint indicates a recognition of specific teacher-led endeavors, including those aimed at resolving financial difficulties and parental engagement. It also emphasizes the need for improvement in terms of offering tangible resources and assistance. Corroborating this observation, a study conducted by Lohmann et al (2018) emphasizes the significance of school-family collaboration in tackling obstacles that adolescents encounter beyond the school environment, such as financial difficulties and limited access to resources. The research highlights the beneficial influence of these joint endeavors on students' holistic academic and emotional welfare.

Table 11 also exposes that the teachers' perceptions of the extent of interventions provided by teachers to assist learners in coping with family-related challenges. The Aggregate Weighted Mean (AWM) of 3.94 indicates that these interventions are perceived as being 'Done,' which suggest that significant family-challenge-related interventions are actively employed, effectively addressing the challenges and offering substantial support. Meanwhile, The provision of financial literacy and resource management workshops (3.31) is perceived as 'Moderately Done,' suggesting that while such initiatives are in place, there is potential for further development. The distribution of learning kits and digital resources for students lacking materials at home (3.88) and the availability of counseling services to address home stress or conflicts (3.69) are both rated as 'Done,' indicating a significant level of effort in these areas, albeit with room for improvement.

These teacher perceptions imply a commitment to addressing the multifaceted needs of students within their family contexts. The focus on parental involvement and support for managing family responsibilities highlights an understanding of the crucial role families play in students' educational experiences. Supporting this, a study by Lohmann et al (2018) underscores the positive impact of school-family partnerships on student success. Their research emphasizes that parental involvement and support mechanisms tailored to family circumstances can significantly enhance student learning outcomes. Moreover, this approach aligned with Grant and Ray (2018), which suggested that a child's development is influenced by the different systems in their environment, including the family. Schools that engage families and acknowledge the challenges and strengths of different family contexts are more likely to create supportive and inclusive learning environments.

Table 12: Extent of Interventions Provided towards the Learners to Cope with the Challenges Encountered in terms of Peers as Perceived by Parents and Teachers

S/N	Indicators	Parents		Teachers	
		WM	Verbal Description	WM	Verbal Description
1	Anti-bullying campaigns and peer mediation programs have been implemented to address bullying and teasing.	3.63	Done	4.38	Extensively Done
2	Social skills training sessions are conducted to assist students in forming friendships and interacting positively with peers.	3.70	Done	4.06	Done
3	Programs focusing on self-esteem and individuality have been introduced to help students manage peer pressure.	3.26	Moderately Done	3.94	Done

4	Inclusive group activities and diverse team projects are regularly organized to promote social inclusion.	3.13	Moderately Done	4.31	Extensively Done
5	The teachers monitor and guide peer group dynamics through supervised group discussions and collaborative learning activities.	3.25	Moderately Done	4.50	Extensively Done
Aggregate Weighted Mean		**3.39**	**Moderately Done**	**4.24**	**Extensively Done**

Legend: 4.21-5.00-Extensively Done; 3.41-4.20-Done; 2.61-3.40-Moderately Done; 1.81-2.6, and Minimally Done; 1.00-1.80-Not Done

Table 12 provides insights into parents' perceptions of interventions implemented by schools to help learners cope with peer-related challenges, with an Aggregate Weighted Mean (AWM) of 3.39, indicating these interventions are perceived as 'Moderately Done'. This means that moderate peer-challenge-related interventions are in place, offering adequate support but with room for improvement in addressing the challenges. Parents acknowledge the implementation of anti-bullying campaigns, peer mediation programs (3.63), and social skills training sessions (3.70) as completed actions, indicating that schools are taking a proactive stance in tackling bullying and fostering strong peer relationships. These treatments are vital as they directly tackle prevalent issues like bullying, which can have substantial effects on a student's emotional welfare and academic journey.

However, programs that prioritize self-esteem and individualism to effectively address peer pressure (3.26), inclusive group activities to promote social inclusion (3.13), and monitoring and guiding peer group dynamics (3.25) are evaluated as 'Moderately Done'. This implied that although these programs exist, there is potential for improvement in terms of their regularity, efficacy, or visibility to parents. Furthermore, the importance of conducting these programs on a regular basis, ensuring effective implementation, and making them visible to parents highlights the need for comprehensive approaches that involve all stakeholders in the educational process. Parental awareness and involvement in these programs can greatly enhance the skills learned at school and promote a unified approach to social skill development. Corroborating this viewpoint, a study conducted by Jones *et al.* (2017) underscores the efficacy of social skills training in enhancing peer interactions and mitigating problematic behaviors within educational environments.

Their research highlights the significance of these interventions in effectively shaping kids' social skills and interactions with their peers.

Table 12 depicted teachers' perceptions of the extent of interventions provided to assist learners in coping with peer-related challenges. The Aggregate Weighted Mean (AWM) of 4.24 indicates that these interventions are perceived as 'Extensively Done', reflecting an extensive and comprehensive peer-challenge-related interventions are in place, ensuring a high level of support and effectively addressing all the challenges. a strong commitment by teachers to address these issues. Teachers rate the implementation of anti-bullying campaigns and peer mediation programs (4.38) as well as the organization of inclusive group activities and diverse team projects (4.31) as 'Extensively Done'. This suggests a proactive and thorough approach in tackling bullying and fostering social inclusion. Additionally, the high rating for monitoring and guiding peer group dynamics (4.50) implies a vigilant and active role by teachers in facilitating healthy peer interactions. Social skills training sessions (4.06) and programs focusing on self-esteem and individuality (3.94) are rated as 'Done', indicating significant efforts to help students develop interpersonal skills and manage peer pressure. These interventions are critical as they directly impact students' abilities to form positive relationships and maintain their individuality in social settings. The teachers' proactive approach is consistent with the research conducted by Healy *et al.* (2022), which highlights the efficacy of school-based interventions such as social skills training and anti-bullying programs in enhancing peer relationships and diminishing instances of bullying. Their research emphasizes the favorable results of these thorough and effectively executed interventions.

Table 13: Extent of Interventions Provided towards the Learners to Cope with the Challenges Encountered in terms of Classroom as perceived by Parents and Teachers

S/N	Indicators	Parents		Teachers	
		WM	Verbal Description	WM	Verbal Description
1	Additional classroom resources have been provided, and technology integration has been enhanced to support diverse learning needs.	3.04	Moderately Done	4.31	Extensively Done

2	Teacher training on classroom management and student engagement strategies has been conducted to improve the learning environment.	3.08	Moderately Done	4.69	Extensively Done
3	Tailored lesson plans and differentiated instruction strategies are employed to accommodate various learning styles and abilities.	3.23	Moderately Done	4.50	Extensively Done
4	Interactive and engaging learning activities are designed to maintain students' interest and motivation in the classroom.	3.66	Done	4.50	Extensively Done
5	Continuous professional development for teachers is prioritized to adapt teaching methods for more effective learning experiences.	3.16	Moderately Done	4.69	Extensively Done
Aggregate Weighted Mean		**3.23**	**Moderately Done**	**4.54**	**Extensively Done**

Legend: 4.21-5.00-Extensively Done; 3.41-4.20-Done; 2.61-3.40-Moderately Done; 1.81-2.6, and Minimally Done; 1.00-1.80-Not Done

Table 13 shows how parents perceive the extent of interventions provided by schools to cope with classroom challenges. The Aggregate Weighted Mean (AWM) of 3.23 indicates these interventions are perceived as 'Moderately Done'. This suggests that moderate classroom-challenge-related interventions are in place, offering adequate support but with room for improvement in addressing the challenges.

The most positively viewed intervention is the design of interactive and engaging learning activities (3.66), rated as 'Done', suggesting that parents acknowledge efforts made to maintain students' interest and motivation in the classroom. However, other areas such as the provision of additional classroom resources and enhanced technology (3.04), teacher training on classroom management (3.08), the use of tailored lesson plans and differentiated instruction strategies (3.23), and continuous professional development for teachers (3.16) are all rated as 'Moderately Done'. This indicates parents recognize these efforts but perhaps feel they could be further improved or are not sufficiently impactful.

The moderate ratings across most categories indicate that parents acknowledge some positive measures being done to tackle classroom difficulties, but they also recognize the need for more significant or efficient involvement in these areas. This may be attributed to a multitude of causes, including the caliber of execution, the extent of available resources, or the requirements of pupils that may not be adequately addressed by existing procedures. Smith and Gillespie (2023) study emphasize the significance of efficient professional development for teachers and its influence on classroom practices. According to Desimone's research, ongoing and concentrated professional development can greatly boost teaching methods, leading to improved student learning experiences. This relationship between high-quality professional development and improved classroom practices was further substantiated by Matherson and Windle (2017) indicating that teachers who participate in sustained and intensive professional development are more likely to implement innovative teaching strategies and adapt their instruction to meet the diverse needs of

their students. These studies emphasize the importance of continuous, relevant, and practical professional development for teachers to support their professional growth and improve the educational experiences of their students.

Table 13 also reflects teachers' perceptions of the extent of interventions provided in the classroom to support learners, with an Aggregate Weighted Mean (AWM) of 4.54, indicating these efforts are perceived as 'Extensively Done'. This implies that extensive and comprehensive classroom-challenge-related interventions are in place, ensuring a high level of support and effectively addressing all the challenges. This also suggests a high level of satisfaction among teachers with the measures taken to address classroom challenges. Significantly, teachers highly rate the provision of additional classroom resources and enhanced technology integration (4.31) and the design of interactive and engaging learning activities (4.50). These ratings show teachers' recognition of the efforts made to create an inclusive and stimulating learning environment that caters to diverse needs. Furthermore, the extensive teacher training on classroom management and student engagement strategies (4.69) and the use of tailored lesson plans and differentiated instruction strategies (4.50) underscore a strong commitment to professional development and instructional effectiveness.

The high rating for continuous professional development (4.69) highlights the emphasis on ongoing teacher growth and adaptation of teaching methods for more effective learning experiences.

This prioritization of professional development suggests an awareness of its critical role in enhancing educational outcomes. The study conducted by Smith and Gillespie (2017) provides evidence that effective professional development has a crucial role in enhancing teachers' instructional methods and, consequently, student accomplishment. Their research highlights the significance of continuous and extensive professional growth in promoting excellent teaching. Backing this perspective, Matherson and Windle (2017) emphasized that professional development that is continuous and focused on specific teaching areas can greatly enhance

the quality of teaching. As a result, student learning experiences are greatly enhanced. Desimone also highlighted the importance of professional development that is centered around content, provides opportunities for active learning, is backed by consistent school policies, and encourages collaboration among educators.

Table 14: Test of Difference Between the Teachers and Parents' Perception on the Challenges Encountered by the Learners

Variables	Source of Difference	Mean	SD	Mean Diff.	Comp. t- value	p-value	Decision	Result
Family	Parents	36.88	7.60	-2.55	-1.298	0.197	Do not reject Ho	NS
	Teachers	39.44	5.53					
Peers	Parents	35.23	7.06	-1.02	-0.552	0.582	Do not reject Ho	NS
	Teachers	36.25	5.70					
Classroom	Parents	32.69	5.99	9.07	5.497	0.000	Reject Ho	S
	Teachers	23.63	7.68					

significant at p<0.05; NS = Not Significant; S = Significant

In Table 14, a statistical test was conducted to assess the differences between teachers' and parents' perceptions of the challenges encountered by learners in the areas of family, peers, and the classroom. Findings revealed that for the family variable, parents' average perception was at a mean of 36.88 with a standard deviation (SD) of 7.60, while teachers reported a higher mean of 39.44 with an SD of 5.53. The mean difference between these groups was -2.55, and the computed t-value was -1.298 with a p-value of 0.197. Since this p-value is higher than the level of significance of 0.05, it indicated that the null hypothesis is not rejected and there is no significant difference in perception regarding the teachers' and parents' perception on the challenges encountered by the learners in terms of family variable.

Regarding peers variable, parents had a mean perception of 35.23 (SD = 7.06) compared to teachers' mean of 36.25 (SD = 5.70). The mean difference here was -1.02, with a t-value of -0.552 and a p-value of 0.582. Again, the p-value surpassed the 0.05 significance level, suggesting that the null hypothesis was not rejected and there was no significant difference between parents' and teachers' perceptions of challenges related to peers.

In contrast, the classroom variable showed a significant difference. Parents' mean perception was 32.69 (SD = 5.99), markedly higher than teachers' mean of 23.63 (SD = 7.68). The substantial mean difference of 9.07 and a high t-value of 5.497, coupled with a p-value of 0.000, strongly indicated that the null hypothesis was rejected and there was a significant difference in parents' and teachers' perceptions regarding classroom challenges encountered by the learners.

This significant difference in perceptions of classroom challenges could be due to a variety of factors, including different interactions and experiences with the classroom environment, or variations in expectations and understanding of classroom dynamics. Bang (2018) discussed how different experiences and roles of parents and teachers lead to varied perceptions of educational challenges due to the teachers' direct involvement in the educational setting, they might perceive classroom challenges more acutely than parents. This aligns with the finding of a significant difference in the classroom variable. In addition, Hill et al (2018) study affirms the idea that parents and teachers may hold distinct perspectives on classroom settings and educational difficulties. Hattie's research emphasized that these disparities might arise from unique experiences and insights into the educational process, underscoring the significance of comprehending these multiple viewpoints.

Table 15: Test of Difference Between the Teachers and Parents' Perception on the Extent of Interventions Provided Towards the Learners

Variables	Source of Difference	Mean	SD	Mean Diff.	Comp. t- value	p-value	Decision	Result
Family	Parents	16.98	3.44	-2.71	-2.973	0.003	Reject Ho	S
	Teachers	19.69	3.30					
Peers	Parents	16.97	3.70	-4.22	-4.322	0.000	Reject Ho	S
	Teachers	21.19	3.45					
Classroom	Parents	16.17	3.38	-6.52	-7.270	0.000	Reject Ho	S
	Teachers	22.69	3.30					

significant at p<0.05; NS = Not Significant; S = Significant

In Table 15, a statistical test was conducted to assess the differences between teachers' and parents' perceptions of the extent of interventions provided towards learners in the areas of family, peers, and the classroom. The findings revealed significant differences across all three variables. For the family variable, parents reported an average perception with a mean of 16.98 and a standard deviation (SD) of 3.44, while teachers had a higher mean of 19.69 with an SD of 3.30. The mean difference was -2.71, with a computed t-value of -2.973 and a p-value of 0.003. This p-value, being less than the level of significance of 0.05, meant that the null hypothesis was rejected and indicated a significant difference between the parents' and teachers' perceptions of family-related interventions.

Regarding the peers variable, parents' mean perception was 16.97 (SD = 3.70) compared to teachers' mean of 21.19 (SD = 3.45). The mean difference here was -4.22, with a t-value of -4.322 and a p-value of 0.000. The p-value again was below the 0.05 level of significance, suggested that the null hypothesis was rejected and signified a significant difference of the parents' and teachers' perceptions of interventions related to peers.

In the case of the classroom variable, there was also a significant difference noted. Parents' mean perception was 16.17 (SD = 3.38), significantly lower than teachers' mean of 22.69 (SD = 3.30). The mean difference was -6.52, with a t-value of -7.270 and a p-value of 0.000. This p-value, much lower than 0.05, suggested that the null hypothesis

was rejected and signified a significant difference of the parents' and teachers' perceptions of classroom-related interventions. The significant differences in perceptions of intervention extent between teachers and parents across family, peer, and classroom settings, as revealed by Table 24, suggest diverse viewpoints stemming from distinct experiences and roles. Teachers, being closely involved in the educational setting, might recognize, and respond to intervention needs more acutely, particularly in classroom contexts. This perspective is supported by research like that of Bang (2018), who emphasized how direct involvement in educational environments leads to differing perceptions of challenges between teachers and parents.

Smith and Sheridan (2019) provided evidence that teachers and parents may have divergent perspectives on educational initiatives, leading to notable disparities in their judgments. The said research underscores the significance of communication and collaboration in closing these perceptual disparities, highlighting that the viewpoints of both educators and parents are vital for the successful execution of treatments. Similarly, An *et al.* (2021) highlighted that teachers and parents often have distinct viewpoints regarding classroom settings and educational difficulties. This divergence can arise from the unique experiences each group has with students, influencing their understanding and expectations of classroom dynamics.

Table 16: Test of Significant Relationship Between the Challenges Encountered and The Interventions Provided Towards the Learners

Variables	r-value	Strength of Correlation	p - value	Decision	Result
Challenges Encountered and Interventions	0.568*	Moderate Positive	0.000	Reject Ho	Significant

significant at p<0.05 (two-tailed)

Table 16 presents a statistical analysis examining the relationship between the challenges encountered by learners and the interventions provided to address these challenges. The table showed a computed r-value of 0.568, which indicated a moderate positive correlation. This value suggested that as the extent of challenges encountered by learners increases, so does the extent of interventions provided. The strength of this correlation being moderate implied a significant but not strong relationship. The p-value associated with this correlation is 0.000, which was below the standard significance level of 0.05. As a result, the null hypothesis (Ho) is rejected and would suggest that there was a significant relationship between the challenges encountered and interventions provided.

This finding implied that there is a responsive relationship in the educational setting; as challenges become more pronounced, more interventions are typically implemented. This responsiveness is crucial for adapting to the evolving needs of learners and ensuring that interventions are relevant and effective. A study conducted by Pumicpic (2023) provided evidence for this kind of connection,

suggesting that educational institutions frequently modify their intervention approaches in response to the perceived requirements and difficulties faced by their students. The research underscores the fluidity of educational assistance, emphasizing that successful educational strategies adapt to the obstacles faced in the learning setting. Furthermore, Newman (2023) highlighted that effective educational strategies often involve adapting interventions based on the nature and extent of challenges faced by learners. The moderate correlation found in this study suggests that while there is responsiveness in interventions, it may not always be directly proportional or perfectly aligned with the challenges. This could be due to a variety of factors such as resource limitations, differing perceptions of challenge severity, or the efficacy of intervention strategies.

CONCLUSION

Based on the study's findings, it is concluded that parents and teachers had varied perceptions regarding challenges and interventions in family, peer, and classroom contexts. This highlights the need for improved communication and

collaboration in educational settings to better address the challenges of the learners and the interventions provided in early childhood education.

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