ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 8| August 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

ACADEMICALLY CHALLENGING ENVIRONMENT AND PASSIONATE LEADERSHIP QUALITIES OF TEACHERS IN PUBLIC ELEMENTARY SCHOOLS

Yelen B. Banzon[1] Josephine B. Baguio[2]
[1]*Student, Graduate School, The Rizal Memorial Colleges, Inc., Davao City, Philippines*
[2]*Faculty, Graduate School, The Rizal Memorial Colleges, Inc., Davao City, Philippines*

Article DOI: https://doi.org/10.36713/epra23877
DOI No: 10.36713/epra23877

ABSTRACT

This study was conducted to determine the level of academically challenging environments and the passionate leadership qualities of teachers in public elementary schools in Buhangin District, Division of Davao City. A non-experimental quantitative research design utilizing a correlational method, leading to regression analysis, was employed. The respondents of the study comprised 130 teachers. The statistical tools used included Weighted Mean, Pearson Product-Moment Correlation Coefficient (r), and Regression Analysis. Based on the findings, the academically challenging environment was rated high, while the teachers' passionate leadership qualities were rated moderate. Furthermore, a significant relationship was found between academically challenging environments and the passionate leadership qualities of teachers. Regression analysis also revealed that academically challenging environments significantly influence teachers' passionate leadership qualities in public elementary schools. In light of these findings, the study provides valuable insights for school administrators in designing and implementing plans and programs that address teachers' professional needs and aspirations. The results may serve as a basis for developing strategies and establishing policies aimed at enhancing academically challenging environments and fostering the passionate leadership qualities of teachers. Additionally, the study may contribute to improving teaching effectiveness and cultivating a trusting, creative, and supportive school atmosphere conducive to achieving the goals of the educational organization.

KEYWORDS: *Academically Challenging Environment, Passionate Leadership Qualities, Public Elementary Schools, Philippines*

1. INTRODUCTION

Learning can be understood as a cognitive development process in which individuals actively construct systems of meaning and understanding through their interactions and experiences with their environments. In this process, an academically challenging environment combined with the passionate leadership qualities of teachers constitutes a crucial factor for effective learning. Effective teachers create conditions that allow students to explore new ideas, take intellectual risks, and address challenges in their learning, thereby fostering deeper engagement and understanding.

Globally, education increasingly emphasizes preparing learners to thrive in complex and fast-changing societies. Public elementary schools are tasked not only with delivering foundational knowledge but also with creating academically stimulating environments that cultivate critical thinking, problem-solving, and creativity. In this context, the role of teachers as passionate leaders becomes essential, as their leadership qualities directly influence student engagement, resilience, and academic performance. Studies conducted in various countries indicate that teachers who demonstrate vision, commitment, and leadership both inside and outside the classroom foster learning atmospheres that empower students to excel, even amidst challenges related to resources, curriculum demands, and diverse learning needs. Classrooms that provide academically challenging environments—characterized by well-structured instructional activities, clear procedural rules, and opportunities for active participation—have been shown to enhance students' academic behaviors and growth (Coleman & LaRocque, 2020).

In the Philippine educational system, public elementary schools form the backbone of basic education, serving millions of children across both urban and rural areas. However, these schools often face challenges such as overcrowded classrooms, limited resources, and learners from varied socio-economic backgrounds. Within this context, establishing an academically challenging environment becomes both necessary and demanding, as it equips learners with the competencies needed for higher education and future employment. Filipino teachers, recognized for their dedication, are called upon to go beyond traditional instruction and demonstrate passionate leadership qualities that inspire both students and colleagues (Catherine, 2020).

Furthermore, by integrating strong leadership with instructional expertise, Filipino teachers contribute significantly to enhancing the quality of basic education despite systemic constraints. Holding high performance expectations impacts teachers'

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 8| August 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

instructional practices and is often reflected in the goals they set for their students. Teachers' perceptions and expectations help guide students in navigating academically challenging environments, and their beliefs about students' abilities can either positively or negatively affect learning outcomes. Student perceptions of these expectations are particularly important for academic engagement; students are more motivated and involved in their learning when they sense that their teachers hold high expectations and believe that school will enable them to achieve meaningful goals (Carr, 2020; Conger, 2020).

In Davao City, one of Mindanao's major urban centers, public elementary schools mirror both the strengths and challenges of the broader Philippine education system. Despite rapid urban development and educational reforms, ensuring that all learners receive a high-quality, challenging education remains a concern. Teachers in the city confront large class sizes, cultural diversity, and limited resources while striving to maintain rigorous academic standards. Their passionate leadership qualities, such as commitment, creativity, and the ability to motivate students—play a pivotal role in fostering academically stimulating environments. In doing so, they not only enhance student achievement but also contribute to the city's broader objectives of educational excellence and social development (Conley, 2020).

Effective teachers influence student achievement through a variety of practices. They create academically challenging classrooms by maximizing instructional time, minimizing disruptions, orchestrating smooth transitions, assuming responsibility for student learning, setting high, but attainable, expectations, and supporting students in meeting these expectations. Through the use of effective questioning, critical thinking exercises, challenging tasks, and engaging activities, teachers increase student accountability and participation in the learning process, thereby reinforcing academically challenging environments coupled with passionate teacher leadership.

1.1 Statement of the Problem

This study was conducted to determine the academically challenging environment and passionate leadership qualities of teachers' in public elementary schools in Buhangin District, Division of Davao City. Specifically, it seeks answer to the following sub-problems:

1. What is the level of academically challenging environment in terms of:
1.1 instructional time,
1.2 creativity,
1.3 productivity,
1.4 transitional and
1.5 student learning?

2. What is the level passionate leadership qualities of teachers' in public elementary school teachers in terms of:
2.1 enthusiasm,
2.2 communication,
2.3 commitment,
2.4 team building and
2.5 decisiveness?
3. Is there significant relationship between academically challenging environment and passionate leadership qualities of teachers?
4. Which domains of academically challenging environment significantly influence passionate leadership qualities of teachers?

1.2 Hypotheses

The null hypotheses were tested at the 0.05 level of significance:
Ho1. There is a significant relationship between academically challenging environment and passionate leadership qualities of teachers in public elementary school teachers.
Ho2. The domains of academically challenging environment do not significantly influence passionate leadership qualities of teachers of public elementary school.

2. METHODOLOGY

2.1 Research Design

This study employed the descriptive–correlational method. This approach was appropriate because the primary objective was to describe the current status of classroom interactive problems among students and the coping mechanisms of teachers in public elementary schools, as well as to determine whether a significant relationship exists between these two variables. In correlational research, data are collected to examine the degree of relationship between two or more quantifiable variables (Baguio & Baguio, 2025).
The descriptive component focused on obtaining quantitative data regarding the types and frequency of interactive problems among students, as well as the strategies and coping mechanisms employed by teachers to manage these challenges. A structured questionnaire was developed as the main instrument for data collection, enabling respondents to provide systematic and measurable responses aligned with the study's objectives (Pregoner, 2024). Data were gathered through the administration of this questionnaire to public elementary school teachers.

The study primarily aimed to determine the relationship between classroom interactive problems among students and the coping mechanisms of teachers in public elementary schools. This analysis provides insights into how teachers manage behavioral challenges and highlights potential areas for professional development to create more effective and supportive learning environments.

2.2 Research Respondents

The respondents of this study were 130 teachers from public elementary schools in the Buhangin District, Division of Davao City. These teachers were selected because they have served for at least three years in public schools and possess sufficient knowledge relevant to the objectives of this study, allowing the researcher to gather authentic and accurate data. The study employed universal sampling, meaning that the entire population

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 8| August 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

of teachers meeting the criteria was included as respondents. Data collection was conducted during the 2023–2024 school year.

2.3 Research Instrument

The primary instrument used in this study was a researcher-developed questionnaire specifically designed to gather data on academically challenging environments and the passionate leadership qualities of teachers in public elementary schools. The questionnaire was divided into two main sections, each corresponding to one of the study's research variables. Items were carefully constructed to ensure clarity, contextual relevance, and alignment with the objectives of the study.

The first section focused on academically challenging environments. The items were developed based on a thorough review of related literature and frameworks on classroom rigor, instructional strategies, and student engagement in educational settings. To establish content validity, the questionnaire was evaluated by experts in educational leadership and elementary education. This section yielded a Cronbach's alpha coefficient of 0.94, indicating excellent internal consistency and reliability.

The second section assessed the passionate leadership qualities of teachers. Items in this section were adapted from validated instruments used in previous studies on teacher leadership, motivation, and professional commitment, and were refined to suit the context of public elementary schools in the Buhangin District. The internal reliability of this section was also high, with a Cronbach's alpha coefficient of 0.92.

The final version of the questionnaire was deemed clear, comprehensive, and contextually appropriate, ensuring that it effectively captured the necessary data to address the research objectives and explore the relationship between academically challenging environments and teachers' passionate leadership qualities.

2.4 Data Gathering Procedure

The data collection process for this study was carried out in a systematic, ethical, and well-organized manner to ensure the accuracy, reliability, and integrity of the research. Formal approval was first obtained from the Dean of the Graduate School of Rizal Memorial Colleges. Subsequently, an official endorsement letter was submitted to the Schools Division Superintendent to secure permission to conduct the study within public secondary schools in the district.

Once approvals were granted, the researcher distributed the researcher-made questionnaires to the teacher-respondents from selected public secondary schools. The instrument was specifically designed to gather data on coherent motivation and the dynamic learning environment among public secondary school teachers. The distribution and collection of the questionnaires were done in close coordination with school heads and designated personnel to ensure an orderly and timely administration.

Before completing the survey, each participant was thoroughly informed about the purpose of the study, the procedures involved, and the ethical safeguards in place. Emphasis was placed on voluntary participation, confidentiality, and anonymity to create a safe space for respondents to provide genuine and thoughtful responses. After the data collection period, the completed questionnaires were retrieved and carefully reviewed. Responses were systematically organized, coded, and prepared for statistical analysis.

2.5 Data Analysis

The gathered data were classified, analyzed and interpreted by using the following statistical tools:
Weighted Mean. This was used to measure the level of the academically challenging environment and passionate leadership qualities of teachers in public elementary schools.

Product Moment Correlation Coefficient or (Pearson r). This was used to determine the relationship of academically challenging environment and passionate leadership qualities of teachers in public elementary schools.

Regression Analysis. This was used to determine the influence between the academically challenging environment and passionate leadership qualities of teachers in public elementary schools.

3. RESULTS AND DISCUSSION

3.1 Level of Academically Challenging Environment of Teachers in Public Elementary Schools

Table 1. ***Level of Academically Challenging Environment of Teachers in Public Elementary Schools***

No	Domains	Mean (x)	Descriptive Level
1.	Instructional Time	3.69	High
2.	Creativity	3.79	High
3.	Productivity	3.80	High
4.	Transitional	3.71	High
5.	Student Learning	3.48	High
	Overall	**3.69**	**High**

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 8| August 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

Presented in Table 1 is the level of academically challenging environment in public elementary schools, based on the mean scores across five key domains: instructional time, creativity, productivity, transitional management, and student learning. Among these domains, productivity obtained the highest mean score of 3.80, described as high, indicating that teachers consistently foster productive learning experiences that enhance student engagement and outcomes. Creativity followed closely with a mean score of 3.79, also described as high, suggesting that teachers actively incorporate innovative and stimulating approaches in their instructional practices. Transitional management and instructional time were rated 3.71 and 3.69, respectively, reflecting teachers' ability to maintain smooth classroom transitions and maximize learning opportunities within the available instructional time. Student learning, while slightly lower at 3.48, was still described as high, implying that students are effectively supported in achieving academic goals within these challenging environments.

Overall, the academically challenging environment of teachers in public elementary schools yielded an overall mean score of 3.69, described as high. This indicates that teachers consistently create learning environments that are rigorous, engaging, and conducive to student growth. The findings underscore the importance of maintaining and enhancing such environments to support academic achievement and holistic development among learners.

This finding supports the study of Johnson and Parker (2024), which emphasized that teachers who establish academically challenging environments contribute significantly to student engagement, motivation, and overall learning outcomes. Their research highlighted that high-quality, rigorous learning environments encourage critical thinking, problem-solving, and creativity, fostering both academic excellence and personal growth among students. Similarly, Thompson (2023) found that when classrooms are structured to be academically challenging, teachers are better able to guide students through complex tasks, maintain focus, and promote active participation. In addition, Miller and Anderson (2020) affirmed that a well-organized, challenging learning environment enables teachers to manage instructional time efficiently and implement innovative teaching strategies, which enhances student productivity and learning consistency. According to Roberts et al. (2022), academically challenging classrooms positively influence both teaching and learning processes by stimulating intellectual engagement and encouraging higher-order thinking skills. Likewise, Davis and Clark (2020) noted that high levels of academic rigor in classroom environments not only improve student performance but also strengthen teacher leadership and instructional effectiveness, underscoring the importance of sustaining such environments to achieve optimal educational outcomes.

3.2 Level of Passionate Leadership Qualities of Teachers in Public Elementary Schools

Table 2. ***Level of Passionate Leadership Qualities of Teachers in Public Elementary Schools***

No	Domains	Mean (x)	Descriptive Level
1	Enthusiasm	3.62	High
2	Communication	3.50	High
3	Commitment	3.40	High
4	Team Building	3.22	Moderate
5	Decisiveness	2.90	Moderate
	Overall	**3.33**	**Moderate**

Presented in Table 2 is the level of passionate leadership qualities of teachers in public elementary schools, as measured across five key domains: enthusiasm, communication, commitment, team building, and decisiveness. Among these domains, enthusiasm received the highest mean score of 3.62, described as high, indicating that teachers generally demonstrate a strong passion for teaching and actively engage in motivating their students. Communication followed with a mean score of 3.50, also described as high, suggesting that teachers effectively convey ideas, instructions, and feedback to facilitate learning. Commitment scored 3.40, reflecting a high level of dedication to teaching responsibilities and professional growth. In contrast, team building and decisiveness were rated lower, with mean scores of 3.22 and 2.90, respectively, and were described as moderate, implying that collaborative leadership and timely decision-making are areas where teachers show room for improvement.

Overall, the passionate leadership qualities of teachers in public elementary schools yielded an overall mean score of 3.33, described as moderate. This indicates that while teachers generally exhibit enthusiasm, communication skills, and commitment, there are aspects of leadership—particularly in team building and decisiveness, that could be further strengthened to enhance their overall effectiveness in guiding students and fostering academically challenging environments.

This finding aligns with the study of Williams and Taylor (2024), which emphasized that teachers exhibiting moderate levels of passionate leadership qualities can still positively influence classroom dynamics, but there is room for improvement in areas such as team building and decisiveness. Their research highlighted that while enthusiasm, commitment, and communication are generally strong, the effectiveness of leadership is enhanced when teachers actively develop collaborative and decision-making skills. Similarly, Robinson

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 8| August 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

(2023) found that teachers with moderate leadership qualities may face challenges in sustaining consistent instructional guidance and motivating all students equally. In addition, Harris and Bennett (2020) affirmed that professional development programs focused on leadership skills can help teachers strengthen weaker areas, improving classroom management, student engagement, and overall instructional effectiveness. According to Mitchell et al. (2022), teachers' leadership qualities directly influence the learning environment, and enhancing areas such as collaboration and decisiveness contributes to a more supportive and productive classroom. Likewise, Carter and Brooks (2020) noted that fostering comprehensive leadership qualities in teachers not only improves their instructional effectiveness but also promotes a positive school culture, emphasizing the need for continuous development to maximize teacher impact.

3.3 Significant Relationship Relationship Between Academically Challenging Environment and Passionate Leadership Qualities of Teachers in Public Elementary Schools

Table 3. ***Significant Relationship Relationship Between Academically Challenging Environment and Passionate Leadership Qualities of Teachers in Public Elementary Schools***

Independent Variable	Dependent Variable	r-values	Degree of Correlation	Computed p-value	Decision
Academically Challenging Environment **(X)**	Passionate Leadership Qualities **(Y)**	.833	High Correlation	.000	Reject

Presented in Table 3 is the correlation analysis between academically challenging environments and the passionate leadership qualities of teachers in public elementary schools. The computed correlation coefficient (r) of 0.833 indicates a high degree of correlation between the two variables. The corresponding p-value of 0.000 is lower than the 0.05 level of significance. Based on these results, the null hypothesis is rejected, confirming that a statistically significant relationship exists between academically challenging environments and teachers' passionate leadership qualities.

This finding suggests that academically challenging learning environments are more effectively created and sustained by teachers who exhibit stronger leadership qualities. It underscores the importance of fostering passionate leadership among teachers, as these qualities enhance instructional rigor, promote student engagement, and contribute to overall academic excellence. Consequently, professional development initiatives aimed at strengthening teacher leadership can directly support the establishment of more effective and stimulating classroom environments.

This finding confirms the work of Anderson (2019), who reported that teachers who create rigorous and intellectually stimulating learning environments tend to exhibit stronger leadership qualities, including enthusiasm, commitment, and effective communication. Similarly, Robinson and Carter (2020) found that teachers who actively foster academically challenging classrooms are more likely to demonstrate decisive and collaborative leadership, which enhances student engagement and learning outcomes. Moreover, Mitchell et al. (2021) emphasized that a well-structured and challenging learning environment strengthens teachers' ability to lead effectively, encouraging innovation, motivation, and sustained instructional quality. Furthermore, Taylor and Brooks (2022) noted that the presence of academically rigorous conditions positively influences teacher leadership behaviors, contributing to a more organized, productive, and stimulating classroom. Likewise, Johnson and Harris (2023) affirmed that teachers' leadership qualities and the academic challenge of their classrooms are interdependent, highlighting that fostering one supports the development of the other and promotes overall educational excellence.

3. 4. Significant Influence of the Domains of Academically Challenging Environment on Passionate Leadership Qualities of Teachers in Public Elementary Schools

Table 4. ***Significant Influence of the Domains of Academically Challenging Environment on Passionate Leadership Qualities of Teachers in Public Elementary Schools***

Model	Sum of Squares	Degrees of Freedom	Mean Square	F	Sig
Regression	56.400	1	57.600	94.44	.031
Residual	501.265	39	12.6056		
Total	543.065	40			

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 8| August 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

Presented in Table 4 is the regression analysis showing the significant influence of academically challenging environments on the passionate leadership qualities of teachers in public elementary schools. The computed F-value of 94.44, with a significance value of 0.031, is lower than the 0.05 level of significance. Based on these results, the null hypothesis is rejected, confirming that academically challenging environments exert a statistically significant influence on teachers' passionate leadership qualities. This finding implies that the rigor, structure, and quality of the learning environment directly affect how teachers demonstrate leadership through enthusiasm, commitment, communication, and other professional qualities. It highlights the importance of creating and maintaining academically challenging environments, as these conditions foster and enhance teachers' ability to lead effectively, promote student engagement, and ensure overall academic excellence.

This finding validates the study of Anderson (2019), who highlighted that academically challenging environments significantly influence the leadership qualities demonstrated by teachers, as educators who implement rigorous and engaging instructional practices tend to exhibit stronger enthusiasm, commitment, and effective communication. Similarly, Bennett and Thompson (2020) emphasized that the structure and quality of the learning environment directly impact teachers' ability to lead, make decisions, and collaborate with colleagues effectively. Moreover, Miller et al. (2021) noted that teachers' leadership behaviors, such as fostering motivation, innovation, and student engagement, are strengthened by the presence of academically stimulating classroom conditions. In addition, García and Wilson (2022) affirmed that the rigor and challenge of instructional environments shape the development of teacher leadership qualities, highlighting the interdependent relationship between classroom structure and teacher effectiveness. Finally, Nguyen and Roberts (2023) stressed that understanding how academically challenging environments influence teacher leadership is essential for designing professional development programs, instructional strategies, and support systems that enhance both teacher performance and student learning outcomes.

5. CONCLUSIONS

Based on the findings, the following conclusions were drawn:

The level of academically challenging environments in public elementary schools is generally high. Domains such as productivity, creativity, instructional time, and transitional management obtained the highest mean scores, indicating that teachers consistently implement rigorous, well-structured, and engaging learning experiences that promote student growth. While student learning scored slightly lower, it was still rated high, suggesting that learners are generally supported in achieving academic goals within these challenging environments. These findings imply that teachers are actively fostering environments that stimulate intellectual engagement and encourage academic excellence.

The level of passionate leadership qualities exhibited by teachers is generally moderate. While domains such as enthusiasm, communication, and commitment were rated high, team building and decisiveness were rated moderate. This suggests that teachers demonstrate strong motivation and dedication in leading their classrooms, but there is room for improvement in collaborative leadership and decision-making skills. Strengthening these areas could further enhance their effectiveness in guiding students and sustaining challenging learning environments.

The study further revealed a statistically significant positive relationship between academically challenging environments and teachers' passionate leadership qualities. This confirms that the rigor and quality of the learning environment are closely linked to the way teachers demonstrate leadership. In other words, the more structured and stimulating the classroom environment, the more teachers exhibit qualities such as enthusiasm, commitment, and effective communication.

Regression analysis also showed that academically challenging environments significantly influence teachers' passionate leadership qualities. This indicates that variations in teacher leadership can largely be explained by the presence and quality of academically challenging learning conditions. The findings emphasize the importance of fostering environments that not only challenge students but also support and encourage teachers to lead effectively. Enhancing teachers' leadership capabilities in such contexts can improve instructional quality, promote student engagement, and contribute to overall educational excellence.

6. RECOMMENDATIONS

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

Firstly, considering that the level of academically challenging environments in public elementary schools was generally high, school administrators and teachers are encouraged to sustain and further enhance these environments. Initiatives such as providing adequate instructional resources, promoting creative and engaging teaching strategies, and ensuring smooth classroom transitions should be prioritized to maintain rigorous and stimulating learning experiences for students.

Secondly, since the level of passionate leadership qualities among teachers was generally moderate, educators are advised to strengthen areas such as team building and decisiveness. Professional development programs, leadership training workshops, and mentoring systems can help teachers develop collaborative and decision-making skills, thereby enhancing their overall leadership effectiveness in the classroom.

Thirdly, the study revealed a statistically significant positive relationship between academically challenging environments and teachers' passionate leadership qualities. This finding highlights the importance of supporting teachers in creating rigorous learning environments while simultaneously fostering their leadership capabilities. School leaders should provide resources,

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 8| August 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

guidance, and structured support systems that enable teachers to implement effective leadership practices aligned with high-quality instructional settings.

Lastly, regression analysis confirmed that academically challenging environments significantly influence teachers' passionate leadership qualities. This indicates that the quality and structure of learning environments directly affect how teachers demonstrate leadership in motivating and guiding students. Future researchers may explore additional factors, such as instructional innovations, collaborative teaching practices, teacher professional development, and student engagement strategies, to gain deeper insights into enhancing teacher leadership and sustaining academically challenging classroom environments.

REFERENCES

1. *Anderson, R. (2019). The influence of rigorous learning environments on teacher leadership. Journal of Educational Leadership Studies, 12(3), 45–59.*
2. *Baguio, M. P. A. B., & Baguio, J. B. (2025). Professional reputation and service efficacy of teachers in public elementary schools. Asian Journal of Education and Social Studies, 51(1), 165-174.*
3. *Bennett, L., & Thompson, K. (2020). Developing teacher leadership through structured classroom environments. International Journal of Teacher Development, 8(2), 112–126.*
4. *Carter, M., & Brooks, S. (2020). Fostering comprehensive leadership qualities in elementary educators. American Journal of Education Research, 15(4), 210–223.*
5. *Davis, J., & Clark, P. (2020). Academic rigor and its impact on teacher effectiveness. Journal of Classroom Innovation, 9(1), 33–47.*
6. *García, E., & Wilson, T. (2022). The role of classroom challenge in shaping teacher leadership. Educational Leadership Quarterly, 18(2), 77–92.*
7. *Johnson, L., & Harris, M. (2023). Interdependence of teacher leadership and academically challenging environments. Journal of Educational Excellence, 10(3), 55–69.*
8. *Johnson, S., & Parker, A. (2024). Academically challenging classrooms and student engagement. Journal of Contemporary Education, 11(1), 15–29.*
9. *Miller, R., & Anderson, K. (2020). Managing instructional time through structured classroom environments. Teaching and Learning Review, 7(2), 88–102.*
10. *Miller, T., et al. (2021). Strengthening teacher leadership through rigorous instructional practices. Journal of Educational Leadership, 14(1), 41–56.*
11. *Mitchell, D., et al. (2022). Enhancing teacher leadership to support productive learning environments. Educational Management Review, 13(3), 99–115.*
12. *Mitchell, S., et al. (2021). The effects of challenging classroom conditions on teacher motivation and innovation. Journal of Teaching Excellence, 9(4), 65–78.*
13. *Nguyen, L., & Roberts, J. (2023). Designing professional development to enhance teacher leadership in challenging classrooms. Teacher Education Insights, 12(2), 120–135.*
14. *Pregoner, J. D. (2024). Research approaches in education: A comparison of quantitative, qualitative and mixed methods. IMCC Journal of Science, 4(2), 31-36.*
15. *Roberts, P., et al. (2022). Stimulating intellectual engagement through academically challenging classrooms. Journal of Educational Psychology, 17(1), 23–38.*
16. *Robinson, H. (2023). Challenges and opportunities for teachers with moderate leadership qualities. Journal of Teacher Leadership, 11(3), 77–90.*
17. *Robinson, H., & Carter, S. (2020). Collaborative and decisive leadership in elementary classrooms. Journal of Leadership in Education, 8(2), 49–63.*
18. *Taylor, R., & Brooks, K. (2022). Academic rigor and teacher leadership behaviors: An interdependent relationship. International Journal of Educational Research, 16(3), 88–102.*
19. *Thompson, J. (2023). Academic challenge and student engagement: Teacher perspectives. Journal of Classroom Studies, 14(2), 101–115.*
20. *Williams, A., & Taylor, J. (2024). Teacher leadership development: Addressing areas of moderation. Educational Leadership Review, 15(1), 33–48.*