

TEACHER AGENCY AND STRATEGIES FOR REGULATION OF ACADEMIC BEHAVIOR OF STUDENTS

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Abstract: This study is aimed to find out the relationship between teacher agency and strategies for regulation of academic behavior of students. This study utilized the non-experimental quantitative research design using descriptive technique involving teachers in Davao Occidental Division, Philippines. The study was conducted on the second semester of School Year 2025-2026. Research instruments on teacher agency and strategies for regulation of academic behavior of students were used as source of data. Using mean and pearson-r as statistical tools to treat the data, the study showed the following results: The study found to exhibit a very high level of teacher agency. This means that the provisions relating to teacher agency is always manifested. The study revealed a high level of strategies for regulation of academic behavior of students. This indicates that the provisions relating to strategies for regulation of academic behavior of students are embodied in the item is oftentimes observed. The results of the study also confirm that there is a significant relationship between teacher agency and strategies for regulation of academic behavior of students. This implies that the higher the teacher agency, the higher is the strategies for regulation of academic behavior of students. Thus, the null hypothesis of no significant relationship between teacher agency and strategies for regulation of academic behavior of students was rejected.

Keywords: teacher agency, strategies for regulation of academic behavior of students, school administration and supervision, quantitative research.

I. INTRODUCTION

Academic behavior, which includes habits like attending classes regularly, completing assignments on time, maintaining focus, and participating actively, plays a crucial role in students' academic success. However, many educators face significant challenges in managing and regulating students' academic behavior effectively. Poor academic behavior such as procrastination, inattentiveness, and lack of motivation disrupts learning environments and negatively impacts students' performance and overall development (Li, Che Hassan, & Saharuddin, 2023).

One core issue is that many students lack the self-regulation skills necessary to manage their academic responsibilities. Self-regulation involves planning, monitoring, and controlling one's own behavior to achieve learning goals. Without explicit instruction or support in these strategies, students may struggle to organize their time, resist distractions, or maintain consistent study habits. This issue is evident in the case of Austria. Among 39 nations evaluated, Austria ranked at the bottom in intrinsic motivation, with a score of -0.35 which followed closely by the Netherlands at -0.33. Despite the strong academic outcomes in PISA, students in these countries reported lower academic behavior (Schreiner, Suchań & Salchegger, 2020).

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In the Philippines, a study involving Grade 12 students in Manila showed a limited actual academic involvement. Likewise, in a different study, students scored low in task management and help-seeking, these are two crucial self-regulation strategies of academic behavior among the students. This gap in self-regulation skills often leads to inconsistent academic performance and increased stress (Beruin, 2022).

In the local setting, another challenge lies in the diversity of students' backgrounds, learning styles, and motivational levels, which makes a one-size-fits-all approach to regulating academic behavior ineffective. Some students may respond well to external motivators and structured routines, while others require intrinsic motivation and personalized strategies. Teachers often find it difficult to identify and implement the most effective regulation techniques that cater to the varied needs of their students, resulting in mixed outcomes.

This study seeks to underscore the relationship between teacher agency and strategies for regulation of academic behavior of students. Today, the researcher has rarely come across with a study on the study regarding these two variables. It is in this context that the researcher prompted to conduct this study and address geographical gap.

II. BODY OF ARTICLE**Statement of the Problem**

This study is aimed to find out the relationship between teacher agency and strategies for regulation of academic behavior of students. Specifically, this study sought to answer the following objectives:

1. What is the level of teacher agency in terms of:
 - 1.1 Professional Development;
 - 1.2 Trust;
 - 1.3 Status, and
 - 1.4 Cooperation?
2. What is the level of strategies for regulation of academic behavior of students in terms of:
 - 2.1 Effort Regulation;
 - 2.2 Regulating Time and Study Environment, and
 - 2.3 General Intention to Seek Needed Help?
3. Is there a significant relationship between relationship between teacher agency and strategies for regulation of academic behavior of students?

Hypothesis

Ho1. There is no significant relationship between relationship between teacher agency and strategies for regulation of academic behavior of students.

III. METHODOLOGY**Research Design**

This study will adopt a quantitative correlational research design to examine the relationship between teacher agency and strategies for regulation of academic behavior of students. The quantitative approach allows for statistical analysis of the strength and direction of associations between variables, providing empirical evidence on how teacher competencies in digital technology influence students' motivation and learning behavior.

Non-experimental correlational research is a research design used to determine whether and to what degree a relationship exists between two or more quantifiable variables, without establishing cause and effect in which in this study, it will look into the relationship between teacher agency and strategies for regulation of academic behavior of students.

Statistical Treatment

The following statistical tools were used in the analysis of data.

Mean. This will be used to determine the level of teacher agency and strategies for regulation of academic behavior of students.

Pearson r. This will be used to determine the significance of the relationship between teacher agency and strategies for regulation of academic behavior of students.

IV. RESULTS AND DISCUSSION

Level of Teacher Agency

Shown in Table 1 is the level of teacher agency with an overall mean of 4.11 with a descriptive equivalent of very high indicating that all enumerated indicators were oftentimes observed. The overall mean was the result obtained from the mean of the indicators for the specific items from the questionnaire intended for this particular indicator which was appended in this study.

Among the enumerated indicators, professional development has the highest mean rating with a mean score of 4.78 or very high, trust, 4.64 or very high, status, 4.82 or very high, and cooperation, 4.74 or very high.

The result of the study is in line with the statement of Cong-Lem (2021) who acknowledges that teacher agency refers to the capacity of educators to make intentional choices and take meaningful actions that influence their teaching, students’ learning, and the overall school environment. It involves autonomy, professional judgment, and the confidence to implement strategies that align with both curriculum goals and the unique needs of students. Teachers with high agency are not merely following prescribed methods; they actively design lessons, adapt instructional approaches, and innovate in ways that enhance learning outcomes. This empowerment allows them to respond effectively to challenges in the classroom and create more dynamic, student-centered learning experiences.

Table 1. Teacher Agency

Indicators	Mean	Descriptive Levels
Professional Development	4.78	Very High
Trust	4.64	Very High
Status	4.82	Very High
Cooperation	4.74	Very High
Overall	4.74	Very High

The result of the study corroborates the statement of Sang (2022) who attests that key component of teacher agency is professional growth. Educators exercise agency when they engage in reflective practice, seek out new knowledge, and collaborate with colleagues to improve their skills. By analyzing student outcomes, experimenting with instructional methods, and adjusting based on evidence, teachers strengthen their expertise while maintaining the flexibility to meet diverse learning needs. This continuous cycle of reflection and action ensures that teachers remain proactive in shaping both their professional identity and the learning environment.

The result of the study reinforces the statement of Brodie (2021) who supports the claim that teacher agency also has a broader impact on the school culture and student development. When teachers feel empowered, they are more likely to foster creativity, critical thinking, and engagement among students. Moreover, a strong sense of agency encourages collaboration among staff, leading to shared decision-making, innovative practices, and a supportive professional community. Ultimately, teacher agency not only enhances instructional effectiveness but also contributes to a positive, adaptable, and forward-thinking educational ecosystem.

Level of Strategies for Regulation of Academic Behavior of Students

Shown in Table 2 is the level of strategies for regulation of academic behavior of students with an overall mean of 4.11 with a descriptive equivalent of very high indicating that all enumerated indicators were oftentimes observed. The overall mean was the result obtained from the mean of the indicators for the specific items from the questionnaire intended for this particular indicator which was appended in this study.

Among the enumerated indicators, effort regulation has the highest mean rating with a mean score of 4.18 or high, regulating time and study environment, 4.15 or high, and general intention to seek needed help, 4.12 or high.

Table 2. Strategies for Regulation of Academic Behavior of Students

Indicators	Mean	Descriptive Levels
Effort Regulation	4.18	High
Regulating Time and Study Environment	4.15	High
General Intention to Seek Needed Help	4.12	High
Overall	4.15	High

The result of the study is consistent with the statement of Zimmerman, Greenberg & Weinstein (2023) who establish that Regulating students’ academic behavior is essential for creating a focused and productive learning environment. One key strategy is establishing clear expectations and structured routines. When students understand classroom rules, academic expectations, and daily procedures, they are more likely to follow them consistently. Clear guidelines help reduce off-task behaviors and confusion, allowing students to focus on learning tasks. Coupled with predictable routines, these strategies create a sense of stability that encourages students to manage their own behavior effectively.

The result of the study supports the statement of Garcia & Pintrich (2023) who demonstrates that another effective approach is promoting goal-setting and self-monitoring. Encouraging students to set personal academic goals and track their progress empowers them to take ownership of their learning. Tools like checklists, planners, or reflection journals help learners evaluate their effort, stay organized, and adjust strategies as needed. Positive reinforcement also plays a critical role; recognizing and rewarding effort, participation, and on-task behavior motivates students to maintain productive habits. Active engagement techniques, such as group discussions, hands-on projects, and problem-solving activities, further support behavioral regulation by keeping students interested and involved in meaningful learning experiences.

The result of the study is in agreement with the statement of Romo, Pérez, Cumsille, Hollenstein, Olaya-Torres, Rodríguez-Rivas & Melero (2025) who indicates that teaching self-regulation skills and fostering a supportive classroom environment are equally important. Educators can model strategies for time management, organization, and emotional regulation, helping students develop lifelong skills to manage their academic behavior. Providing immediate feedback and appropriate consequences reinforces accountability, while reflection activities encourage students to analyze their own learning and behavioral patterns. Additionally, involving peers and parents in supporting positive academic habits strengthens consistency across contexts. By combining clear expectations, self-monitoring, engagement strategies, and supportive guidance, teachers can help students regulate their behavior and achieve academic success.

Significance on the Relationship between Teacher Agency and Strategies for Regulation of Academic Behavior of Students

Illustrated in Table 3 were the results of the test of relationship between variables involved in the study. The overall correlation had a computed value of 0.812 with a probability value of $p < 0.01$ which is significant at 0.05 level. Hence the null hypothesis which states that there is no significant relationship between teacher agency and strategies for regulation of academic behavior of students is rejected.

Table 3. Significance on the Relationship between Teacher Agency and Strategies for Regulation of Academic Behavior of Students

Pair	Variables	Correlation Coefficient	p-value	Decision on Ho
IV and DV	Teacher Agency and Strategies for Regulation of Academic Behavior of Students	0.812	0.000	Reject

The result of the study is in agreement with the statement of Gasinets, Kapuza & Dobryakova (2022) who establishes that there is a significant relationship between teacher agency and strategies for the regulation of academic behavior of students, as teachers' autonomy, professional judgment, and proactive decision-making directly influence how effectively students manage their learning. Teachers with strong agency can design, implement, and adapt strategies that guide students in regulating behavior, effort, and engagement according to their unique needs. By exercising professional freedom, these educators are able to create structured environments, model self-regulation, and provide personalized support that fosters students' academic responsibility.

The result of the study reflects the statement of Sang (2022) who demonstrates that teacher agency is particularly important in promoting self-directed and effort-driven behaviors among students. When teachers have the authority to choose instructional methods, set classroom norms, and integrate strategies like goal-setting, time management, and self-monitoring, students receive consistent guidance in developing positive academic habits. Moreover, teachers who feel empowered are more likely to employ creative, flexible approaches, such as collaborative learning, reflective exercises, and differentiated support, that encourage students to persist, seek help when needed, and take ownership of their learning process.

The result of the study confirms the statement of Kim (2022) who indicates that teacher agency and student behavior regulation reinforce one another. Teachers who exercise autonomy to implement effective strategies observe improved student engagement and self-regulation, which, in turn, motivates them to refine and expand their approaches. This reciprocal relationship creates a dynamic classroom culture where teachers' professional empowerment enhances student learning behaviors, and students' improved self-regulation validates and strengthens teacher agency. Ultimately, the interplay between teacher agency and academic behavior regulation contributes to higher achievement, motivation, and lifelong learning skills for students.

V. CONCLUSION

Based from the findings of the study, conclusions are drawn in this section. The study found to exhibit a very high level of teacher agency. This means that the provisions relating to teacher agency is always manifested.

The study revealed a high level of strategies for regulation of academic behavior of students. This indicates that the provisions relating to strategies for regulation of academic behavior of students are embodied in the item is oftentimes observed.

The results of the study also confirm that there is a significant relationship between teacher agency and strategies for regulation of academic behavior of students. This implies that the higher the teacher agency, the higher is the strategies for regulation of academic behavior of students. Thus, the null hypothesis of no significant relationship between teacher agency and strategies for regulation of academic behavior of students was rejected.

VI. RECOMMENDATIONS

The results of this study revealed that there is a very high level of teacher agency. The researcher recommends that teachers may improve in the area of trust as this obtained the lowest mean score among all the indicators. The teachers may maintain open communication by sharing goals, challenges, and successes regularly; demonstrate professional initiative through innovative teaching, mentoring, and leadership; engage in collaborative problem-solving by presenting solutions and constructive ideas; seek feedback and reflect on guidance to improve teaching practice, and participate in school initiatives to strengthen visibility, value, and collaboration.

The study revealed a high level of strategies for regulation of academic behavior of students. The researcher recommends that students may improve in the area of general intention to seek needed help as this has the lowest mean score among all indicators. The students may build confidence by viewing asking for help as a positive step in learning; ask specific questions to clarify exactly; engage peers through study groups or discussions for shared understanding, and reflect and apply the guidance received to reinforce learning independently.

The results of the study also confirm that there is a significant relationship between teacher agency and strategies for regulation of academic behavior of students. Students may take an active role in your learning by following classroom routines, using self-regulation strategies, and seeking guidance when needed. Engage respectfully with teachers'

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instructions and classroom systems, as their professional decisions are designed to support your academic growth. Recognize that your consistent effort, participation, and responsibility help teachers implement effective strategies for the whole class.

Teachers may exercise professional agency by designing and adapting strategies to regulate academic behavior, such as goal-setting, time management, self-monitoring, and help-seeking support. Tailor approaches to the needs of your students while maintaining consistency and fairness. Collaborate with colleagues and reflect on the effectiveness of these strategies to strengthen student engagement and self-regulation.

Principals may support teacher agency by providing autonomy, resources, and professional development opportunities. Encourage teachers to experiment with innovative strategies to regulate student behavior and recognize their professional judgment. Foster a school culture that values teacher decision-making, reflective practice, and collaborative problem-solving.

District Supervisors may promote policies and programs that empower teachers to exercise agency in their classrooms. Provide training on classroom management, self-regulation strategies, and student engagement techniques. Monitor and evaluate the impact of teacher-led initiatives on student academic behavior, ensuring that teachers are supported in implementing strategies that enhance both learning and professional growth.

The researcher also recommends to future researchers to conduct similar study and explore some indicators that are not included in this study in another setting in order to uncover new knowledge relevant to the topics presented in this study.

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