Item No. 5: "Do you feel there is equitable resource allocation for schools in rural and urban areas?"

Results show that 27.27%, 36.36%, 27.27%, and 9.09% agree, are neutral, disagree, and strongly disagree, respectively. The responses show a balanced distribution of opinion, with only 27.27% expressing agreement and an equal percentage expressing disagreement. The relatively high neutrality (36.36%) suggests that many teachers may not have sufficient knowledge of conditions in other schools or districts. Overall, the data point toward a perceived lack of fairness in how resources are distributed between rural and urban settings.

Finding: Across all items, the strongest agreement is seen for school infrastructure (over 80% positive), whereas items related to technology use and extracurricular support receive the least positive responses. Teaching materials and feedback mechanisms garner moderate positive views but also notable uncertainty. The data suggest that participants generally trust the basics of the school environment (infrastructure), yet they identify significant shortcomings in modern teaching tools, enrichment programs, and equitable resource distribution. These results point to specific areas – technology integration, extracurricular offerings, and fair support across schools – where improvements could help enhance mathematics learning.

Mathematics achievement was influenced by the availability and quality of school infrastructure, where gaps in technology use, extracurricular support, and equitable resource distribution may negatively impact students' learning outcomes.

4.3.4 Quality of Teaching

In order to study the influence of Quality of Teaching on mathematics achievement, the researcher included five specific indicators in the teacher questionnaire. These indicators were: (1) Feeling adequately trained to teach middle-stage mathematics, (2) Availability of professional development opportunities to enhance mathematics teaching skills, (3) Level of administrative support for implementing innovative strategies, (4) Use of student performance data to inform teaching practices, and (5) Need for additional interventions or resources to improve SC students' performance in mathematics. The responses of teachers across these indicators are presented in Table 4.5, below.

The below table 4.5 shows the responses related to the questions included in the Teachers' Perceptions of Quality of Teaching Supporting Mathematics Teaching. Item-wise/Question-wise analysis of the responses are presented, below:

Table- 4.5: Percentage Distribution of Teacher Responses on Quality of Teaching Indicators in Mathematics

QUESTIONNAIRE	% OF STRONGLY AGREE	% OF AGREE	% OF NEUTRAL	% OF DISAGREE	% OF STRONGLY DISAGREE
Do you feel adequately trained to teach middle-stage mathematics?	45.45	22.73	18.18	9.09	4.55
Are professional development opportunities provided to enhance your teaching skills in mathematics?	50	13.64	18.18	9.09	9.09
Do you receive adequate administrative support to implement innovative teaching strategies?	9.09	31.82	36.36	13.64	9.09
Do you use performance data to inform your teaching practices?	27.27	31.82	22.73	9.09	9.09
Are there additional interventions or resources needed to improve SC students' performance in mathematics?	54.55	27.27	13.64	4.55	4.55

Item No. 1: "Do you feel adequately trained to teach middle-stage mathematics?"

Results show that 45.45%, 22.73%, 18.18%, 9.09%, and 4.55**%** of teachers strongly agree, agree, are neutral, disagree, and strongly disagree, respectively. A total of 68.18% of teachers feel they are well-prepared to teach mathematics at the middle stage. However, the fact that nearly one in five (18.18%) responded neutrally suggests that some educators may not feel fully confident or may lack specialized pedagogical training. This gap in preparedness could impact the quality of instruction, particularly for diverse learners such as SC students who may need more structured and inclusive teaching approaches.

Item No. 2: "Are professional development opportunities provided to enhance your teaching skills in mathematics?

Results show that 50%, 13.64%, 18.18%, 9.09%, and 9.09% of teachers strongly agree, agree, are neutral, disagree, and strongly disagree, respectively. While the majority of teachers (63.64%) acknowledge the availability of professional development programs, a notable 18.18% remained neutral and 18.18% expressed disagreement. These figures highlight inconsistency in access to or awareness of professional development opportunities, which may directly influence teachers' instructional effectiveness and indirectly affect student achievement, particularly among marginalized learners.

Item No. 3: "Do you receive adequate administrative support to implement innovative teaching strategies?"

Results show that 9.09%, 31.82%, 36.36%, 13.64%, and 9.09% of teachers strongly agree, agree, are neutral, disagree, and strongly disagree, respectively. Only 40.91% of