

Classroom Management Techniques of Elementary Teachers in San Jose Sub-office Batangas Province

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Abstract

Physical activity and a healthy lifestyle are important for adolescents, but many are still not active enough. This study aimed to assess Grade 10 students' physical activity and healthy lifestyle practices, identify the challenges they encounter and explore possible school-based interventions to improve their wellness and participation.

A descriptive-survey design was used with 50 Grade 10 MAPEH students during the School Year 2025–2026. Data were collected using researcher-developed questionnaires, performance rubrics, and semi-structured interviews. Quantitative data were analyzed using descriptive statistics, while qualitative responses were examined through thematic analysis. All instruments were validated by experts, including the school principal and a MAPEH master teacher.

Findings revealed that students demonstrated a moderate level of physical activity engagement (composite mean = 2.70), with flexibility activities showing slightly higher than strength-related activities. Healthy lifestyle practices were generally observed (composite mean = 3.14), particularly in hygiene, while rest and sedentary behavior avoidance were less consistent. Students experienced moderate challenges (composite mean = 2.53), with meal skipping and fatigue identified as the most common concerns. After the implementation of student-led health campaigns, an improvement was noted with mean scores increasing from 2.94 to 3.09.

This study concludes that although students demonstrate acceptable engagement in physical activity and healthy practices, targeted school-based interventions are still needed to strengthen consistency and promote long-term wellness among learners.

Keywords: *classroom management, intervention activities, management techniques*

Introduction

● Background and Rationale

School administrators play a vital role in ensuring that schools operate smoothly and effectively. They set clear expectations for student behavior and equip teachers with the tools and support needed for effective classroom management. By modeling positive behavior and fostering a supportive environment, they help build a school culture where everyone feels respected and valued. Also, teachers are recognized for their creativity and resourcefulness in designing their classrooms. They frequently use vibrant and educational materials such as posters, charts, and displays of student work to make the environment more engaging. Seating arrangements are carefully planned to promote collaboration and effective communication among students. These well-thought-out classroom setups help maintain student focus and enhance participation.

Maintaining order in the classroom is an essential responsibility of every teacher. According to DepEd Order No. 42, s. 2017, the Philippine Professional Standards for Teachers emphasized the importance of a well-organized classroom in creating a positive learning environment. A safe and orderly space, supported by adequate resources, helps foster a climate where learners feel respected, motivated, and ready to engage in learning. The standards highlight the need for teachers to regularly reflect on classroom dynamics, seek feedback, and adjust their teaching strategies to meet students' evolving needs. Teachers are also expected to cultivate a sustainable, learner-centered environment that promotes both academic success and holistic development. Through these practices, educators contribute to a more effective and nurturing educational experience.

One problem encountered in DepEd Order No. 10, s. 2024 is the year of the inconsistent understanding and implementation of assessment practices among teachers, especially in remote or under-resourced areas. Some teachers find the guidelines too complex or time-consuming, making it hard to apply them effectively in daily classroom routines. Additionally, despite the Department of Education's (DepEd) push for "positive discipline," many schools still default to punitive measures that prioritize compliance over genuine student development.

Still, the pupils' behavior can have a significant impact on their educational achievements, whether the behavior is positive—such as participation, attentiveness, and respect—or negative—such as disruption, inattentiveness, and disrespect. When classroom behavior is unfavorable, it unfortunately contributes to poor academic outcomes. Over the past few decades, the Philippine education system has undergone several reforms and policy changes. Despite these efforts, significant challenges persist in classroom instruction. These challenges are multifaceted, encompassing issues related to curriculum, infrastructure, student outcomes, learning resources, and teacher quality. Among these, teacher quality is considered the most critical disparity in classroom management.

Ultimately, this study advocates for an educational model that transcends the traditional approach of mere instruction and control. It promotes a transformative framework that empowers teachers to create learning environments where discipline, engagement, and mutual respect coexist

harmoniously. Based on the observation, the research will propose potential improvements to instructional techniques and recommend strategies for intervention in classroom environments conducive to effective teaching and learning.

Teachers study classroom management to identify the specific triggers that lead to student disengagement and disruptive behavior during lessons. By closely observing what occurs in their own classrooms, teachers can shift from merely punishing inappropriate behavior to fostering a more positive and focused learning environment. These research helps them choose the best teaching methods and support that truly fit their students' specific needs.

By strengthening the implementation of effective classroom management techniques, Elementary School in San Jose Sub Office and throughout the Philippines can cultivate a generation of students who are not only academically competent but also socially responsible, self-disciplined, and collaborative learners. Through these approaches, the teacher must take an action to help students maintain good relationships between teachers and students so that education becomes a dynamic process that nurtures holistic development and prepares students to contribute positively to an ever-evolving academic and social community.

● Review of Related Literature

A classroom management technique provides clear standards along with the formation of friendly relations and has been found to encourage academic success by offering a controlled and nurturing learning environment. According to Ren, Boise, and Cheung (2022), investigating the impact of structured routines, which refer to consistent and predictable activities and schedules, on the behavior and engagement of preschool students revealed that children from families with consistent routines demonstrated better focus and adaptability in classroom settings. These are not only for shaping students' futures but also for evaluating the effectiveness of educational systems, as they reflect the outcomes of the learning process.

Social facts show that many students have difficulty managing their time well, which ultimately negatively impacts their academic performance. Many students admit that they feel overwhelmed by the many tasks and activities that must be completed, so they cannot focus on the more important and urgent tasks. The lack of time management training programs available in schools exacerbates this situation. This issue affects not only students' academic performance but also their overall well-being. Therefore, in-depth research is needed to understand how time management training can help students overcome these issues and improve the quality of their learning (Son et al., 2020).

As described by Chen et al. (2022), classroom management is linked with students' achievement and positive academic experiences. By establishing clear procedural routines and expectations, educators can foster a culture of accountability that directly encourages the punctual and consistent submission of required outputs. This strategic approach to managing the instructional environment is more critical than ever, as it helps students navigate complex workloads while minimizing the distractions that often lead to procrastination. Ultimately, a well-

managed classroom serves as a vital training ground where students master the organizational habits required to meet rigorous deadlines and achieve sustained academic success.

Caring teachers foster supportive peer relations in order to encourage academic engagement. The aim is that “everyone feels accepted, valued, safe, and included in group life” (Mercer and Dörnyei, 2020, p. 71). This reflects a situation where one really belongs and is psychologically safe, in which diversity is celebrated rather than merely tolerated. Such an atmosphere ensures that everyone involved feels capable of being authentic since they realize that their presence truly matters to the group.

Peer relationships are important for balanced psychological development that identified by the presence of students’ sense of relatedness, empathy between peers, and reciprocal peer support for studying. The role of peer relationships is crucial for developing and sustaining study wellbeing (Mendoza & King, 2020). These positive and supportive social environment is crucial for developing and sustaining study well-being, making peer interaction a fundamental component of the learning experience.

Classroom management remains a persistent challenge for educators, particularly because there is no universal solution that fits every teaching context or student group. Successful classroom management practices are not a one-size-fits-all approach but rather a blend of techniques that aim to facilitate effective teaching and learning while nurturing a positive and supportive classroom community. (Diaz, 2023). Teachers often face diverse classrooms filled with students who vary in learning styles, cultural backgrounds, and behavioral needs, making it difficult to apply a single management strategy effectively.

According to Potter (2021), large class sizes, unique instructional strategies, and the need for constant collaborative learning are factors that contribute to the difficulty of classroom management. It makes it difficult to provide personalized attention while maintaining order. While unique instructional tactics might improve student engagement, they can be too difficult to use regularly without disrupting learning. In addition, the requirement for continuous collaborative learning frequently leads to increased student contact, which, if not properly managed, can result in off-task conduct. These characteristics, combined, increase the demand on instructors to have outstanding classroom management skills.

● Statement of the Problem

This study aims to assess the classroom management techniques of Elementary Teachers in San Jose Sub Office Batangas Province SY 2025-2026.

Specifically, it seeks to answer the following research questions:

1. What is the extent of utilization of classroom management techniques as assessed by the teachers themselves in terms of:

- 1.1 student motivation
 - 1.2 time management
 - 1.3 submission of outputs
2. How may the level of usefulness of classroom management techniques be assessed by the respondents relative to:
- 2.1 teacher-student relationship
 - 2.2 peer relationship
 - 2.3 attitudes and behavior
3. Is there significant relationship between the assessments on the extent of utilization and on the level of usefulness of classroom management techniques?
4. What are the challenges encountered by the teachers in utilizing classroom management techniques?
5. Based on the analysis of the study, what classroom management techniques intervention activities may be proposed?

● Research Hypotheses

The study posits the hypothesis.

There is no significant relationship between the assessments on the extent of utilization and on the level of usefulness of classroom management techniques.

Methods

● Research Design

The researcher used the descriptive research approach. Descriptive research is a form of quantitative research that describes the attitudes, tendencies, and opinions of the population provided based on the sample of the study, according to Pala & Başbüyük (2020). The study used the descriptive research method to answer the research problems indicated at the beginning of the study.

A quantitative method is a methodological and comprehensive review of existing studies on a topic or research problem that follows clearly defined inclusion and exclusion criteria. It is often used when asking research questions that seek to explain, describe, or evaluate a social

phenomenon with the intent to generalize findings from a sample to a larger population. These focused on culturally responsive social relations and showed that teachers' ability to foster social relations with ethnically diverse students was positively associated with students' perceptions of teachers' care (Franco et al., 2024).

- **Participants**

The study's respondents were 171 in total population. The researcher used 119 as a total sample size. The elementary teachers from the public elementary schools of the San Jose Sub Office of the Division of Batangas Province. The researcher chose the respondents who are willing to provide the information based on their knowledge or experience and the availability of the respondents.

- **Instruments:** (e.g., "validated Likert scale questionnaires")

The instruments used in this study are a survey-questionnaire and an unstructured interview. The professional elementary teachers were asked to answer the 58-item questionnaire as the data-gathering instrument to gain better understanding about the classroom management techniques of elementary teachers.

The survey questionnaire consisted of two parts with 24 items and one part with 10. The first part is the Extent of Utilization of Classroom Techniques. The second part includes the Level of Usefulness of Classroom Management Techniques. The last part is the challenges encountered by the teachers in Classroom Management Techniques.

- **Procedure:** (e.g., "pretest, 4-week mobile coaching intervention, posttest")

The researcher presented the request letter to the San Jose Sub Office District Supervisor and to the principal of each respective school with an attachment of the approval letter from the SDS to ask permission to distribute the questionnaires. Upon approval of the request, the researcher distributed the questionnaires to the respondents through Google Forms, an online platform.

The informed consent form was distributed and signed by the respondents, as confirmed by the researcher. Before consenting to participate, participants should be fully informed about the research's objectives, process, risks, and rewards. Respondents were informed that the study's findings will be appropriately maintained, that their identities and responses would remain confidential, and that no information would be shared other than for research purposes. Additionally, the responses gathered will be kept for four to five years before being torn up and discarded. kept for four to five years before being torn up and discarded.

- **Data Analysis**

The data gathered in this descriptive quantitative research were analyzed using appropriate statistical tools to interpret the responses in alignment with the study's objectives. The data were

compiled, organized, and tabulated to ensure clarity and facilitate understanding. These included ranking, weighted mean, Pearson's r product-moment correlation, including unstructured interview.

Results

Extent of Utilization of Classroom Management Techniques in terms of Student Motivation

Table 1 indicates that the extent of utilization of classroom management techniques in terms of student motivation is very high, as shown by the composite mean of 3.7799, verbally interpreted as Great Extent

Table 1
Extent of Utilization of Classroom Management Techniques
as to Student Motivation

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Start with intriguing questions, media, or demonstrations to stimulate curiosity and situational interest.	3.8060	Great Extent	3.5
2. Offer students choices in their learning activities or assessment formats to foster a sense of control and ownership.	3.6567	Great Extent	8
3. Relate the lesson content to students' personal interests, hobbies, or cultural backgrounds to make learning meaningful.	3.8060	Great Extent	3.5
4. Minimizing disruptive behavior in class allows motivated students to thrive academically.	3.7612	Great Extent	6
5. A calm and organized classroom climate supports students' academic confidence and motivation.	3.8060	Great Extent	3.5
6. Motivated students are more likely to respond positively to consistent classroom management strategies.	3.8060	Great Extent	3.5
7. Teachers feel confident in managing both time and student behavior effectively.	3.7164	Great Extent	7

8.. Well-structured classroom routines help students stay focused and perform better academically.	3.8806	Great Extent	1
Composite Mean	3.7799	Grea t Exten t	

The highest-ranked indicator is “Well-structured classroom routines help students stay focused and perform better academically” with a weighted mean of 3.8806. This implies that teachers most strongly recognize the motivational value of consistency, order, and predictability in classroom management. When routines are clear, students tend to know what is expected, transition more smoothly between tasks, and devote more attention to learning. According to Hayes et al. (2020) the intercessions that motivate teachers to manage disorderly student conduct could help students. This interpretation is consistent with recent work showing that structured routines support student learning, behavior, and productive classroom functioning.

A group of indicators tied at Rank 3.5, each with a weighted mean of 3.8060: starting with intriguing questions, media, or demonstrations, relating lesson content to students’ personal interests and backgrounds, maintaining a calm and organized classroom climate, and motivating students to respond positively to consistent classroom management strategies. Autonomously motivated students experience psychological freedom and perform activities (Howard et, al, 2021).

Extent of Utilization of Classroom Management Techniques in terms of Time Management

Table 3
Extent of Utilization of Classroom Management Techniques
as to Time Management

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Classroom management strategies support students in prioritizing tasks and using their time wisely.	3.8358	Great Extent	2
2. Improved time management as a result of effective classroom techniques contributes to higher academic achievement.	3.6418	Great Extent	8

3. Implement fixed routines for passing out papers, collecting outputs, and sharpening pencils to minimize instructional interruptions.	3.7015	Great Extent	6
4. Effective classroom management helps maximize instructional time, leading to better academic outcomes.	3.7910	Great Extent	3
5. Clearly established routines and procedures help students manage their learning time effectively.	3.8507	Great Extent	1
6. Students are more likely to complete academic tasks on time in a well- managed classroom.	3.6866	Great Extent	7
7. Keep a set of short, meaningful activities ready for students who finish their work early to prevent off-task behavior.	3.7164	Great Extent	5
6. Prepare and organize the physical or digital resources before the class starts to avoid delays during the lesson.	3.7612	Great Extent	4
Composite Mean	3.7481	Great Extent	

The extent of utilization of classroom management techniques in terms of time management is high, with a composite mean of 3.7481, verbally interpreted as Great Extent was presented in Table 3. This means the respondents generally perceive that teachers use classroom management strategies in ways that protect instructional time, reduce delays, and help students complete tasks more efficiently.

The highest-ranked indicator is “Clearly established routines and procedures help students manage their learning time effectively” with a weighted mean of 3.8507. This indicates that the strongest classroom management practice in this domain is the consistent use of routines. Align with study of Son et al., 2020 mentioned that time management training can help students overcome these issues and improve the quality of their learning. The finding implies that when procedures are clear, students are better able to transition follow and use learning time productively. The second-ranked indicator is “Classroom management strategies support students in prioritizing tasks and using their time wisely” with a weighted mean of 3.8358. The result implies that classroom management contributes to learners’ ability to focus on what should be done first, complete requirements on schedule, and avoid wasted time. This supports that effective classroom

management and instructional organization can engage students to succeed in academic tasks. (Nieminen & Lahdenperä, 2024)

Extent of Utilization of Classroom Management Techniques in terms of Submission of Outputs

Table 4 indicates that the extent of utilization of classroom management techniques in terms of submission of outputs is high, as reflected in the composite mean of 3.7631, verbally interpreted as Great Extent. This means that teachers generally use classroom management practices that promote timely, organized, and accountable submission of student outputs.

The pattern suggests that submission management is handled through a combination of clear policies, explicit guidance, monitoring, and reinforcement, which aligns with recent literature showing that clear expectations, formative feedback, and structured assessment practices support student self-regulation and task completion.

The highest-ranked indicator is “Consistently apply a pre-communicated policy for late submissions to maintain accountability and fairness among students” with a weighted mean of 3.8806. This implies that the strongest classroom management practice in this area is the consistent enforcement of rules on deadlines and late work. The finding suggests that students are more likely to submit outputs responsibly when expectations and consequences are communicated in advance. This is consistent with current work on assignment policies showing that deadline structures shape student submission behavior, and with broader classroom management research linking consistency and clarity to better academic organization and performance.

Table 4
Extent of Utilization of Classroom Management Techniques
as to Submission of Outputs

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Specific portions of class time for students to work on their outputs under my direct supervision.	3.31	Great Extent	8
2. The grading criteria and submission requirements discuss thoroughly before students begin the task.	2.93	Great Extent	4.5
3. Providing step-by-step guides on how to submit specific outputs.	3.35	Great Extent	2.5

4. Require the submission of progress drafts or outlines to monitor the development of the output before the final deadline.	3.25	Great Extent	
5. Scheduling deadlines during mid-week or class hours to ensure technical support is available if students encounter issues.	2.83	Great Extent	67
6. Implement a reward system (e.g., bonus points or "early-bird" feedback) for students who submit their work ahead of the scheduled deadline.	2.91	Great Extent	2.5
7. Conduct brief one-on-one "status checks" with students who have a history of late submissions to address potential bottlenecks.	3.03	Great Extent	4.5
8. Consistently apply a pre-communicated policy for late submissions to maintain accountability and fairness among students	3.05	Great Extent	1
Composite Mean	3.7631	Great Extent	

Two indicators are tied at Rank 2.5, both with a weighted mean of 3.7910: "Providing step-by-step guides on how to submit specific outputs" and "Implement a reward system ... for students who submit their work ahead of the scheduled deadline." These results show that teachers strongly use both procedural scaffolding and positive reinforcement to improve submission behavior. In this study, this means teachers do not rely only on rules; they also help students understand the process and encourage timely work through motivation. Recent studies on formative assessment and self-regulated learning support this pattern, emphasizing that specific guidance and supportive feedback can strengthen students' capacity to manage academic tasks independently.

Level of Usefulness of Classroom Management Techniques in Terms of Teacher-Student Relationship

Table 5

Usefulness of Classroom Management Techniques as to Teacher-Student Relationship

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Giving undivided attention to students when they express concerns, showing empathy and validation of their feelings.	3.6567	Highly Useful	8
2. Students are more engaged when they feel understood and supported by the teacher.	3.8060	Highly Useful	6
3. Mutual respect between teacher and students supports better academic performance.	3.9104	Highly Useful	1
4. Open communication between teacher and students enhances both classroom behavior and academic achievement.	3.8507	Highly Useful	4.5
5. Effective classroom management techniques help build positive relationships that directly impact learning success.	3.8806	Highly Useful	2
6. Maintaining a calm and predictable demeanor, even during student misbehavior, to build a sense of safety.	3.8507	Highly Useful	4.5
7. Occasionally sharing personal stories or mistakes to appear more "human" and approachable to students.	3.7015	Highly Useful	7
8. Contacting guardians to report good behavior or progress, reinforcing a supportive alliance with the student.	3.8657	Highly Useful	3
Composite Mean	3.8153	Highly Useful	

Table 5 shows that the level of usefulness of classroom management techniques in terms of teacher-student relationship is very high, with a composite mean of 3.8153, verbally interpreted as Highly Useful. This indicates that the respondents generally view relationship-based classroom management as a highly valuable component of effective teaching when it strengthens trust, respect, communication, emotional safety, and support between teachers and learners.

The highest-ranked indicator is “Mutual respect between teacher and students supports better academic performance” with a weighted mean of 3.9104. This implies that the respondents see respect as the most useful relational foundation of classroom management. A respectful classroom helps establish fairness, trust, and cooperation, which in turn supports stronger participation and academic focus. Recent studies support this view. Liu et al. (2024) found that positive teacher-student relationships are associated with greater academic engagement, partly because students perceive more support and less academic pressure,

Two indicators are tied at Rank 4.5, both with a weighted mean of 3.8507: “Open communication between teacher and students enhances both classroom behavior and academic achievement” and “Maintaining a calm and predictable demeanor, even during student misbehavior, to build a sense of safety.” These findings show that respondents strongly value communication and emotional regulation as useful classroom management tools. Open communication likely allows students to clarify expectations, express concerns, and feel heard, while calm and predictable teacher behavior helps create a safe and stable environment even during behavioral difficulty. Dahmani et al. (2024) identify open communication as a determinant of positive teacher-student relationships and a conducive learning environment, while recent work on teacher empathy and interaction highlights the role of empathy and supportive behavior in fostering resilience, trust, and a positive classroom atmosphere.

Level of Usefulness of Classroom Management Techniques in Terms of Peer Relationship

Table 6 shows that the level of usefulness of classroom management techniques in terms of peer relationship is high, as reflected in the composite mean of 3.7052, verbally interpreted as Highly Useful. This indicates that the respondents generally perceive classroom management strategies as highly valuable in promoting cooperation, rapport, trust, and positive interaction among students. Overall, the pattern suggests that peer relationship is strengthened when teachers intentionally use grouping structures, conflict-repair strategies, and social-skills instruction as part of classroom management. Recent literature supports this interpretation, showing that peer connectedness and school connectedness are linked with better well-being, engagement, and more positive classroom experiences, while classroom management approaches that promote connectedness contribute to supportive learning environments.

Table 6
Usefulness of Classroom Management Techniques as
to Peer Relationship

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Pairing students of different ability levels to foster a culture of mutual support and academic assistance.	3.7313	Highly Useful	2.5

2. Using tools or methods to form groups randomly, preventing cliques and ensuring students work with various classmates.	3.6716	Highly Useful	6.5
3. Using short, non-academic games or activities at the start of class to build rapport and trust among students.	3.6567	Highly Useful	8
4. Dedicating time for "Circle Time" or "Morning Meetings" to discuss classroom atmosphere and social concerns.	3.6866	Highly Useful	5
5. Using team-based games where the focus is on team success rather than individual rivalry.	3.6716	Highly Useful	6.5
6. Dividing a lesson into parts where each student must teach their portion to their peers, fostering interdependence.	3.7313	Highly Useful	2.5
7. Holding group discussions to repair relationships after a conflict or behavioral incident occurs in the classroom.	3.7164	Highly Useful	4
8. Providing direct instruction on "soft skills" like active listening, empathy, and polite disagreement.	3.7761	Highly Useful	1
Composite Mean	3.7052	Highly Useful	

The highest-ranked indicator is "Providing direct instruction on 'soft skills' like active listening, empathy, and polite disagreement" with a weighted mean of 3.7761. This implies that the respondents see explicit teaching of interpersonal skills as the most useful classroom management practice for improving peer relationships. This is an important result because positive peer relations do not develop only through seating arrangements or group work; they are also built through deliberate instruction in communication, empathy, and respectful disagreement. Recent evidence on school-based social-emotional and empathy-focused interventions shows that these approaches can improve empathy, prosocial behavior, and peer connectedness in classroom settings.

Two indicators are tied at Rank 2.5: “Pairing students of different ability levels to foster a culture of mutual support and academic assistance” and “Dividing a lesson into parts where each student must teach their portion to their peers, fostering interdependence”, both with a weighted mean of 3.7313. These findings suggest that cooperative learning structures are viewed as especially useful for peer relationship building. In practical terms, the results imply that students develop stronger peer ties when they are placed in interdependent learning situations where they must help one another and contribute to shared academic tasks. This interpretation is strongly supported by recent research showing that cooperative learning improves peer relations, peer academic support, and classroom engagement. Align with, feedback is more conducive to behavior change and immediate course correction, whereas outcome feedback feels like a final evaluation” (Riordan, 2021)

Level of Usefulness of Classroom Management Techniques in Terms of Attitudes and Behavior

Table 7 shows that the level of usefulness of classroom management techniques in terms of attitudes and behavior is high, with a composite mean of 3.7799, verbally interpreted as Highly Useful. This indicates that the respondents generally perceive these techniques as very helpful in shaping desirable behavior, promoting self-discipline, and creating a more orderly and respectful classroom environment. Overall, the pattern suggests that classroom management is viewed as useful for reinforcing positive conduct, guiding student self-regulation, and strengthening consistency between school and home. Recent literature supports this view, emphasizing that effective classroom management combines relationship-based practices, clear behavior support that improve engagement and student conduct.

The highest-ranked indicator is “Maintaining a positive link with home to reinforce behavioral expectations across different environments” with a weighted mean of 3.8955. This implies that the most useful practice in this domain is sustaining communication and partnership with families so that behavior expectations are reinforced both in school and at home.

The second-ranked indicator is “Using verbal praise or tangible rewards to acknowledge and encourage desirable behaviors” with a weighted mean of 3.8507. This shows that respondents find positive reinforcement highly useful for shaping student behavior. The result is consistent with current evidence on behavior-specific praise, which identifies praise as a practical, portable classroom strategy that can increase desired behavior, support academic engagement, and reduce disruptive behavior when used clearly and consistently. In analytical terms, this means teachers perceive reinforcement not merely as a reward system, but as a strategic classroom management tool for building positive habits and encouraging appropriate conduct.

Table 7
Usefulness of Classroom Management Techniques as to Attitudes and Behavior

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Using verbal praise or tangible rewards to acknowledge and encourage desirable behaviors.	3.8507	Highly Useful	2
2. Utilizing hand signals or eye contact to redirect off-task behavior without interrupting the flow of the lesson.	3.8209	Highly Useful	3
3. Moving around the room and standing near students who are distracted to encourage focus and self-discipline.	3.7612	Highly Useful	5
4. Creating private agreements with specific students to help them track and improve their own behavioral goals.	3.7313	Highly Useful	6
5. Using a calm voice and private redirection when a student is defiant to prevent public power struggles.	3.7015	Highly Useful	7
6. Providing a designated space for students to calm down and write a reflection on their actions before returning to the group.	3.6716	Highly Useful	8
7. Demonstrating the same level of respect and emotional control expected from the students to set a behavioral standard.	3.8060	Highly Useful	4
8. Maintaining a positive link with home to reinforce behavioral expectations across different environments.	3.8955	Highly Useful	1
Composite Mean	3.7799	Highly Useful	

Relationship Between the Extent of Utilization and the Level of Usefulness of Classroom Management Techniques

Table 8

Relationship Between the Extent of Utilization In Terms of Student Motivation and The Level of Usefulness of Classroom Management Techniques

Variables	r-value	p -value	Decision	Verbal Interpretation
Teacher-Student Relationship	0.691**	0.000	Reject	Highly Significant
Peer relationship	0.660**	0.000	Reject	Highly Significant
Attitudes and Behavior	0.601**	0.000	Reject	Highly Significant

****Correlation is significant at 0.01 level(2-tailed test)**

For student motivation, the correlation with teacher-student relationship is 0.691, with peer relationship is 0.660, and with attitude and behavior is 0.601. Among the three, the strongest association is between student motivation and teacher-student relationship. This suggests that when classroom management techniques are used more extensively to motivate students, they are most strongly perceived as useful in strengthening the teacher-student relationship. This is reasonable because motivation often grows in classrooms where students feel respected, supported, and connected to the teacher. Recent evidence shows that positive teacher-student relationships are associated with stronger academic engagement and perceived social support, while classroom management approaches that promote teacher caring and support are strongly linked with school connectedness.

Table 9

Relationship Between the Extent of Utilization In Terms of Time Management and The Level of Usefulness of Classroom Management Techniques

Variables	r-value	p-value	Decision	Verbal Interpretation
Teacher-Student Relationship	0.599**	0.000	Reject	Highly Significant
Peer Relationship	0.671**	0.000	Reject	Highly Significant
Attitudes and Behavior	0.612**	0.000	Reject	Highly Significant

****Correlation is significant at 0.01 level (2-tailed test)**

For time management, the correlations are 0.599 with teacher-student relationship, 0.671 with peer relationship, and 0.612 with attitude and behavior. The strongest relationship here is between time management and peer relationship. This implies that when teachers use classroom management techniques to organize time effectively, these techniques are especially perceived as useful in promoting cooperation, shared responsibility, and orderly interaction among students. A likely explanation is that time-managed classrooms rely on routines, coordinated group work, and smooth transitions, all of which support healthy peer functioning. This interpretation is supported by recent findings that cooperative learning improves peer relations, peer support, and classroom engagement.

Table 10

Relationship Between the Extent of Utilization In Terms of Submission of Outputs and The Level of Usefulness of Classroom Management Techniques

Variables	r-value	p -value	Decision	Verbal Interpretation
Teacher-Student Relationship	0.652**	0.000	Reject	Highly Significant
Peer relationship	0.594**	0.000	Reject	Highly Significant

Attitudes and Behavior	0.636**	0.000	Reject	Highly Significant
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****Correlation is significant at 0.01 level (2-tailed test)**

For submission of outputs, the correlations are 0.652 with teacher-student relationship, 0.594 with peer relationship, and 0.636 with attitude and behavior. The strongest association is between submission of outputs and teacher-student relationship. This indicates that the more extensively teachers use classroom management strategies related to output submission, the more useful these strategies are perceived in strengthening teacher-student relationships. This makes sense because submission-related management often depends on clear expectations, monitoring, guidance, and feedback, all of which require ongoing teacher-student interaction. Research has shown that classroom management and teacher quality are positively associated with student achievement, suggesting that structured academic support and management practices help sustain productive learning relationships.

There is a statistically significant positive relationship between the extent of utilization and the level of usefulness of classroom management techniques across all variables presented in tables below. All reported p-values are 0.000, which in formal statistical writing is better presented as $p < .001$, indicating that the relationships are highly significant. The correlation coefficients range from 0.594 to 0.691, which suggests moderate to moderately strong positive associations.

Thus, the null hypothesis of no significant relation is rejected. This means that as teachers use classroom management techniques more extensively, they also tend to perceive them as more useful. This pattern is consistent with recent research showing that effective classroom management is closely linked with better student engagement, school connectedness, and academic performance.

Challenges Encountered by the Teachers in Utilizing Classroom Management Techniques

This section delineates the multifaceted obstacles educators face, ranging from diverse behavioral heterogeneities to systemic environmental constraints, which can impede the establishment of an optimal instructional climate.

This section addresses the challenges for teachers in utilizing classroom management techniques. By identifying these challenges, educators can develop varied intervention activities, as researched by the researcher, to improve classroom management techniques. Every class is different, so teachers need to keep learning and improving to create a place where students can learn well (Boonphadung & Seubsang, 2021).

Table 9 reveals that the challenges encountered by teachers in utilizing classroom management techniques are generally evident, as shown by the composite mean of 3.4254, verbally interpreted as Agree. This means that although classroom management techniques may be widely used and perceived as useful, teachers still face substantial barriers in applying them

consistently and effectively. The findings imply that classroom management is not solely dependent on teacher skill or willingness, but is also shaped by classroom context, student diversity, workload, available support, and external collaboration. Recent studies similarly indicate that teachers' classroom management practices are influenced by work conditions, emotional demands, and the complexity of classroom settings.

Table 11
Challenges Encountered by the Teachers in Utilizing Classroom Management Techniques

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Some classroom management techniques work well with one class but fail with another	3.6269	Strongly Agree	1
2. Teachers feel unprepared to manage students with special behavioral needs.	3.3731	Agree	7
3. Teachers find it hard to implement proactive techniques while managing daily instructional duties.	3.2985	Agree	9.5
4. Dealing with student apathy or lack of motivation is a major challenge in classroom control.	3.4627	Agree	4
5. Large class sizes make it harder to implement effective management techniques.	3.5821	Strongly Agree	2
6. Teachers are lack of access to resources or tools that could support more effective classroom management	3.3284	Agree	8
7. Teachers classroom management skills are affected by my emotional stress or workload.	3.4030	Agree	5
8. Teachers feel that cultural or language differences create barriers in managing student behavior.	3.2985	Agree	9.8
9. Teachers need more training or professional development on alternative management techniques.	3.4925	Agree	3

10. Teachers have difficulty involving parents or guardians in supporting classroom discipline.	3.3881	Agree	6
Composite Mean	3.4254	Agree	

The highest-ranked challenge is “Some classroom management techniques work well with one class but fail with another” with a weighted mean of 3.6269, verbally interpreted as Strongly Agree. This suggests that teachers experience classroom management as highly context-dependent. A technique that succeeds in one section may not work in another because of differences in class size, learner behavior, motivation, peer dynamics, or socio-cultural composition. This finding indicates that classroom management cannot be treated as a one-size-fits-all practice; rather, it requires flexibility and adaptation to specific classroom realities (Diaz, 2020).

Research on diverse classrooms and culturally responsive teaching likewise shows that classroom interaction and management are shaped by contextual and relational differences among learners. In addition, they have a teacher who is novice that encountering feel unprepared to manage their classroom in their first year of teaching (White, 2021)

The second-ranked challenge is “Large class sizes make it harder to implement effective classroom management techniques” with a weighted mean of 3.5821, also interpreted as Strongly Agree. This means that overcrowding is one of the most serious structural barriers affecting classroom management. In large classes, teachers may struggle to monitor behavior closely, provide individualized attention, implement proactive strategies, and maintain order without sacrificing instructional flow. This result suggests that even effective techniques become harder to execute when the number of learners exceeds what can be managed comfortably. Recent research supports this interpretation, showing that larger class sizes increase teacher stress and complicate effective teaching and management. Also, according to Potter (2021) cited large class sizes, unique instructional strategies, and the need for constant collaborative learning as factors contributing to the difficulty of classroom management in the classroom.

Large classes and low student engagement are some of the problem encountered by teachers to achieve target goals. The absence of interaction disrupts the teaching process, making it impossible for teachers to establish whether all students understood the lesson. Finally, because of the system's limitations, teachers find it difficult.

“Teachers feel that cultural or language differences create barriers in managing student behavior”, both with a weighted mean of 3.2985. Although these are the lowest-ranked challenges, they are still verbally interpreted as Agree, meaning they are still relevant concerns. The first suggests that proactive classroom management is difficult to sustain when teachers are balancing instruction, paperwork, assessment, and other school tasks. The second highlights the challenge of managing behavior in culturally and linguistically diverse classrooms, where student norms, communication styles, and teacher expectations may differ. Recent work on ethnically diverse classrooms and culturally responsive teaching supports the importance of adapting management approaches to diverse learner backgrounds.

Proposed Classroom Management Intervention Activities

1. Differentiated Classroom Management Workshop

Purpose: Help teachers adapt management techniques to different class profiles.

Rationale: The top challenge showed that some techniques work in one class but fail in another.

Activities:

- Workshop on matching strategies to class characteristics
- Case analysis of different classroom scenarios
- Development of class-specific management plans
- Sharing of best practices among teachers

Expected outcome: Teachers become more flexible and responsive in choosing classroom management strategies.

2. Large-Class Management Training Program

Purpose: Equip teachers with strategies for handling overcrowded classes.

Rationale: Large class size was one of the strongest challenges.

Activities:

- Training on seating arrangement and movement control
- Use of routines, signals, and group leaders
- Peer-monitoring and cooperative group management
- Practice on maximizing attention and participation in large classes

Expected outcome: Teachers improve control, organization, and student engagement even in large classes.

3. Capacity-Building Seminar on Alternative Classroom Management Techniques

Purpose: Strengthen teachers' knowledge of varied and updated management approaches.

Rationale: Respondents expressed a need for more training and professional development

Activities:

- Seminar on proactive, preventive, and restorative management techniques
- Sessions on positive discipline and non-punitive correction
- Demonstration of behavior-specific praise and nonverbal redirection
- Workshop on reflective and student-centered management practices

Expected outcome: Teachers gain a wider range of strategies for different classroom situations.

4. Student Motivation and Engagement Enhancement Program

Purpose: Address student apathy and low motivation, which affect classroom control.

Rationale: Lack of motivation was identified as a major challenge.

Activities:

- Use of engaging lesson starters and interactive activities
- Incorporation of student choice in tasks and assessments
- Reward and recognition systems for effort and participation
- Goal-setting and progress-monitoring sessions with students

Expected outcome: Students become more engaged, reducing passive or off-task behavior.

5. Teacher Stress Management and Wellness Support

Purpose: Minimize the negative effects of emotional stress and workload on classroom management.

Rationale: Teacher stress and workload were found to affect classroom management skills.

Activities:

- Time-management and workload-planning workshop
- Peer support or mentoring sessions
- Stress management seminar
- Scheduled wellness breaks or teacher care sessions

Expected outcome: Teachers become more emotionally prepared and consistent in managing behavior.

6. Parent Engagement and Home-School Discipline Partnership Program

Purpose: Strengthen parental support for classroom discipline.

Rationale: Teachers reported difficulty involving parents or guardians.

Activities:

- Parent orientation on behavior expectations and school rules
- Monthly communication through chat groups, letters, or conferences
- Positive feedback reports to parents, not only complaints
- Parent-teacher agreements on student behavior goals

Expected outcome: Parents become more active partners in reinforcing discipline and behavior expectations.

7. Inclusive Classroom Management Training

Purpose: Improve teacher readiness in handling students with special behavioral needs.

Rationale: Teachers felt unprepared to manage students with special behavioral needs.

Activities:

- Seminar on behavior support for diverse learners
- Training on de-escalation, redirection, and individualized behavior plans
- Coordination with SPED teachers, guidance counselors, or specialists
- Case conferences for learners needing special support

Expected outcome: Teachers become more confident and effective in inclusive classroom settings.

8. Resource Support and Classroom Management Toolkit Development

Purpose: Provide teachers with practical tools to support classroom management.

Rationale: Lack of resources and tools was identified as a challenge.

Activities:

- Preparation of behavior charts, visual cues, and classroom rules posters
- Development of a classroom management toolkit
- Distribution of templates for routines, monitoring sheets, and behavior logs
- Use of digital tools for class monitoring and parent communication

Expected outcome: Teachers gain access to concrete materials that make management more consistent and effective.

9.Proactive Classroom Management Planning Session

Purpose: Help teachers implement preventive strategies despite instructional demands.

Rationale: Some teachers found it hard to use proactive techniques while managing daily instruction.

Activities:

- Lesson planning integration of management routines
- Preparation of transition activities and early-finisher tasks
- Setting clear procedures before the start of instruction
- Weekly reflection on what preventive strategies worked

Expected outcome: Teachers embed classroom management into daily instruction instead of treating it as a separate task.

10.Culturally Responsive Classroom Management Orientation

Purpose: Help teachers manage behavior more effectively in culturally and linguistically diverse classrooms.

Rationale: Cultural and language differences were seen as barriers.

Activities:

- Orientation on culturally responsive teaching practices
- Use of inclusive language and behavior expectations
- Discussion of cultural sensitivity in discipline

- Peer sharing on managing diverse learners respectfully

Expected outcome: Teachers build stronger understanding and reduce behavior problems rooted in misunderstanding or cultural mismatch.

Sample Thesis-Style Narrative

Based on the findings of the study, several intervention activities may be proposed to improve teachers' utilization of classroom management techniques. Since the major challenges identified include the varying effectiveness of strategies across classes, large class sizes, limited professional training, student apathy, teacher stress, weak parental involvement, and limited preparedness for learners with special behavioral needs, the school may implement targeted intervention programs responsive to these concerns. These may include differentiated classroom management workshops, large-class management training, seminars on alternative and proactive management strategies, motivation enhancement activities, parent engagement initiatives, inclusive classroom management training, teacher wellness support, and provision of classroom management toolkits. Such interventions are expected to strengthen teachers' competence, improve classroom order and student behavior, and promote a more adaptive, supportive, and effective learning environment.

Simple Intervention Plan Format

Problem Area	Proposed Intervention	Objective	Persons Involved	Time Frame	Expected Output
Techniques do not work in all classes	Differentiated classroom management workshop	Adapt strategies to class needs	School head, teachers	Quarterly	Class-specific management plans
Large class size	Large-class management training	Improve management in overcrowded rooms	Teachers, coordinators	Quarterly	Better routines and group control
Limited training	Capacity-building seminar	Expand teacher strategies	Trainers, teachers	Semiannual	Improved classroom management skills
Student apathy	Motivation enhancement program	Increase participation and engagement	Teachers, students	Monthly	Better student involvement

Teacher stress/workload	Wellness and stress management	Support teacher well-being	School head, teachers	Monthly	Reduced stress, better consistency
Weak parent involvement	Parent partnership program	Improve home-school discipline support	Teachers, parents	Monthly	Stronger parent participation
Difficulty with special behavioral needs	Inclusive management training	Improve teacher readiness	Teachers, specialists	Semiannual	More effective inclusive practice
Lack of resources	Toolkit development	Provide management materials	School head, teachers	Beginning of school year	Available classroom tools

Discussion

1.1 The extent of utilization of classroom management techniques as assessed by the teachers in terms of student motivation is great extent with the total composite mean of 3.7799. The strongest classroom management techniques are those related to routine, relevance, calmness, consistency, and engaging lesson openings. These are practices that make the classroom predictable yet stimulating. The weaker, though still highly rated, areas involve student choice and teacher confidence in managing time and behavior, which suggests that motivation is presently supported more through teacher-led structure than through student autonomy. This interpretation is consistent with recent discussions of classroom management that highlight the combined importance of structure, positive climate, and responsive teaching for maintaining student engagement and motivation.

1.2 The extent of utilization of classroom management techniques as assessed by the teachers in terms of time management is great extent with the total mean 3.7481. The table reveals a clear pattern: the most utilized techniques are those related to clear routines, prioritization of tasks, and protection of instructional time. These are followed by advance preparation, planned activities for early finishers, and fixed classroom procedures. The pattern suggests that time management in the classroom is strongest when it is built on structure and preparation. The lower-ranked item on academic achievement suggests that teachers may view time management first as an operational classroom tool and only secondarily as an achievement-enhancing factor. Even so, the overall results point to a highly organized classroom environment in which time is deliberately managed to support better teaching and learning.

1.3 The extent of utilization of classroom management techniques as assessed by the teachers in terms of submission of outputs is also great extent with the total composite mean 3.7631. A clear pattern: the most utilized classroom management techniques are those that establish accountability, provide clear procedures, explain criteria in advance, and use feedback or incentives to keep students on track. This suggests that teachers are strongest in using structured, teacher-guided systems to manage submission behavior. The slightly lower ratings for supervised class work time and draft monitoring suggest that teachers may rely more on policy enforcement and procedural clarity than on longer, process-based support during task completion. Even so, all indicators remain under great extent, showing that submission management is generally well established in classroom practice.

2.1 The level of usefulness of classroom management techniques providing in terms of teacher-student relationship, highly useful with the composite mean 3.8153. The most useful classroom management techniques in this domain are those that build respect, positive relationships, supportive communication, emotional safety, and home-school partnership. This suggests that respondents understand teacher-student relationship not as an optional or secondary aspect of management, but as one of its most useful foundations. The lower-ranked items do not indicate weakness; rather, they suggest that more individualized empathy-based practices are perceived as slightly less central than broader relational norms such as mutual respect and open communication. This pattern is consistent with recent research showing that classroom management is most effective when it combines structure with relationship-centered practices that strengthen belonging, engagement, and trust.

2.2 The level of usefulness of classroom management techniques providing in terms of peer relationship have 3.7052 with the highly useful. The most useful classroom management techniques are to promote social skills, cooperative interdependence, restorative dialogue, and structured opportunities for mutual support. This suggests that respondents value classroom management most when it actively teaches students how to relate to one another and gives them repeated opportunities to do so in meaningful tasks. The lower, though still favorable, rating for brief rapport-building games implies that peer relationship is viewed as best developed through sustained instructional and relational structures rather than isolated activities. That pattern fits the broader literature, which consistently links cooperative learning, connectedness-oriented classroom practice, and restorative approaches with stronger peer support and classroom engagement.

2.3 The level of usefulness of classroom management techniques providing in terms of attitudes and behavior have 3.7799 with the highly useful. A clear pattern: the most useful classroom management techniques are those that emphasize home-school consistency, positive reinforcement, discreet correction, teacher modeling, and individualized support. This suggests that respondents view behavior management as most effective when it is proactive, relational, and reinforcing rather than purely corrective. The lower placement of reflection-space strategies indicates that restorative and reflective approaches are valued, but slightly less than strategies that immediately shape behavior through praise, communication, and modeling. Overall, the findings are consistent with contemporary classroom management research, which increasingly frames effective behavior management as a combination of support, structure, consistency, and relationship-centered practice.

3. All relationships are positive and highly significant, meaning that greater utilization is consistently associated with greater perceived usefulness. Second, teacher-student relationship appears to be the most strongly connected usefulness domain overall, particularly for student motivation and submission of outputs, while peer relationship is most strongly associated with time management. This suggests that classroom management techniques are not only operational tools for controlling class activities; they are also relational tools that shape how students connect with teachers, work with peers, and regulate their behavior. Current literature supports this broader view of classroom management as a combination of structure, support, peer connection, and behavior guidance.

4. The challenges encountered by the teachers in utilizing the classroom managements techniques a strongly agree with the composite mean of 3.6269 and interpreted as strongly agree. The most serious challenges are concentrated in classroom variability, large class size, need for additional training, student apathy, workload stress, and limited parent support. This means the barriers are largely contextual, structural, and professional rather than purely personal. Teachers appear willing to use classroom management techniques, but their implementation is constrained by the realities of actual classroom conditions. The findings therefore suggest that improving classroom management requires not only teacher effort, but also stronger institutional and professional support systems, including more professional development, better workload management, inclusive education support, and enhanced family engagement.

Conclusion and Recommendation

1.The extent of utilization of classroom management techniques, as assessed by the teachers was found great extent.

2.The level of usefulness of classroom management techniques was found highly useful

3.There is a significant relationship between the assessments on the extent of utilization and on the level of usefulness of classroom management technique

4.The challenges encountered by the teachers in utilizing the classroom managements techniques are some techniques work well with one but fail with another, large class sizes that make hard to implement effective classroom management techniques, and teachers need more training or professional development on alternative management techniques.

5.Engagement activities were proposed to strengthen the Classroom Management Techniques in San Jose Sub Office in the Division of Batangas Province.

Recommendations

1. Proposed intervention activities of the study may be presented to the administrators to further strengthen the classroom management techniques in all grade levels.
2. Strengthen teacher competence through continuous professional development on positive behavior intervention
3. School heads may monitor the teachers while implementing the proposed intervention activities to provide feedback and improve the classroom management techniques
4. Established collaborative partnerships with the parents and teachers for intervention planning
5. Future researchers may conduct similar or related studies to further validate and attest findings

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