

Classroom Management Practices of Public Elementary School Teachers in District IV, San Carlos City Division

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Abstract

Effective classroom management is essential in achieving quality education as it provides a structured and engaging environment where meaningful learning can take place. Teachers play a crucial role in ensuring effective classroom management through their organization, planning, and discipline strategies. This study aimed to determine the classroom management practices of public elementary school teachers in District IV, San Carlos City Division for the School Year 2024–2025. Specifically, it examined the extent of implementation of classroom management practices in terms of physical organization of the classroom environment, management of classroom activities, time management, management of learners' behavior, and disciplinary interventions. The descriptive survey method was used, involving teachers and school heads from public elementary schools in the district. Data were

gathered through a structured questionnaire and analyzed to identify similarities and differences in perceptions between the two groups, as well as the seriousness of problems encountered by teachers. Findings revealed that both teachers and school heads perceived classroom management practices as generally well-implemented, particularly in organizing classroom activities and managing learners' behavior, while areas such as time management and disciplinary interventions needed further enhancement. The study concluded that effective classroom management remains a significant factor in ensuring a positive learning environment and improving instructional delivery. Based on the results, an action plan was proposed to strengthen the classroom management competencies of teachers and promote a more conducive and well-organized learning atmosphere in public elementary schools.

Keywords: *classroom management, teacher practices, time management, discipline, public elementary schools*

INTRODUCTION

Effective classroom management serves as the foundation of quality education, as it ensures an orderly and supportive environment where meaningful learning can occur. A well-managed classroom fosters discipline, cooperation, and respect, which are essential in facilitating students' academic and

personal development. Teachers, being the central figures in the learning process, are expected to employ effective classroom management strategies that promote engagement, minimize disruptions, and maximize instructional time. When teachers effectively manage their classrooms, they are better able to deliver lessons efficiently, maintain positive interactions, and address learners' needs promptly. However, poor classroom management often results in disorder, behavioral issues, and loss of valuable learning time, which hinder the achievement of educational goals. In the context of Philippine education, the Department of Education underscores the importance of effective classroom management as one of the critical domains in the Philippine Professional Standards for Teachers (PPST). Thus, teachers must demonstrate competence in creating a conducive learning atmosphere through effective organization, communication, and discipline strategies. This study was conducted to assess how classroom management practices are implemented by public elementary school teachers in District IV, San Carlos City Division, and to identify areas for improvement that will contribute to the enhancement of teaching and learning processes.

Classroom management has been widely recognized in educational research as a major factor influencing student success and teacher effectiveness. According to Wong and Wong (2018), effective classroom management begins with establishing clear routines, expectations, and consistent procedures that guide student behavior and classroom flow. Similarly, Emmer and Sabornie (2015) emphasized that managing instructional time, student conduct, and classroom organization promotes an environment conducive to learning. In the Philippine setting, Corpuz and Salandanan (2016) highlighted that Filipino teachers face challenges in maintaining discipline due to overcrowded classrooms, diverse learner backgrounds, and limited resources, making management strategies even more crucial. Marzano (2017) identified essential dimensions of management, including setting rules, implementing disciplinary interventions, building positive teacher-student relationships, and maintaining teacher awareness or "withitness." These principles are aligned with the competencies expected of teachers under the PPST, where professional growth and reflective practice are necessary to sustain effective classroom management. The review of these studies supports the premise that efficient classroom management not only ensures smooth classroom operations but also enhances student motivation and academic achievement.

This study aimed to determine the classroom management practices of public elementary school teachers in District IV, San Carlos City Division, for the School Year 2024–2025. Specifically, it sought to answer the following questions: What is the extent of implementation of classroom management practices as perceived by teachers and school heads along the domains of physical organization of the classroom environment, management of classroom activities, time management, management of learners' behavior, and disciplinary interventions? Is there a significant difference between the perceptions of teachers and school heads regarding the extent of implementation of classroom management practices? What is the degree of seriousness of the problems encountered by teachers along classroom management? Finally, what action plan can be designed to enhance the classroom management practices of public elementary school teachers?

Materials and Methods

Research Design

This study employed a descriptive survey research design to determine the classroom management practices of public elementary school teachers and the challenges they encounter. The descriptive survey method was appropriate as it allowed the researcher to systematically gather information from teachers and school heads regarding the current state of classroom management practices and to analyze differences in perceptions between the two groups.

Participants

The participants of the study included all public elementary school teachers and school heads in District IV, San Carlos City Division, Pangasinan, for the School Year 2024–2025. A total of 203 teachers

and 14 school heads were included, employing a total enumeration sampling technique to ensure comprehensive coverage of the population.

Instruments

The main instrument for data collection was a structured questionnaire checklist, adapted from Rosario (2018) on *Classroom Management Practices*. The questionnaire consisted of two parts: Part I measured the extent of implementation of classroom management practices across five domains—physical organization of the classroom, management of classroom activities, time management, management of learners' behavior, and disciplinary interventions. Part II assessed the degree of seriousness of problems encountered by teachers in classroom management. The instrument was validated by experts to ensure reliability and content accuracy.

Procedure

Prior to the administration of the questionnaire, the researcher secured permission from the Schools Division Superintendent. The questionnaires were personally distributed to teachers and school heads across the fourteen public elementary schools in the district. Respondents were given adequate time to complete the questionnaires, and the researcher retrieved all instruments within two weeks, achieving a 100% response rate.

Data Analysis

Data were analyzed using appropriate statistical tools. For the extent of implementation of classroom management practices, weighted means and descriptive ratings were calculated using a five-point Likert scale. Differences in perceptions between teachers and school heads were analyzed using the independent samples t-test at a 0.05 level of significance. The degree of seriousness of problems encountered was evaluated using a three-point Likert scale with corresponding descriptive interpretations. The results were used to develop an action plan to enhance classroom management practices in public elementary schools.

RESULTS AND DISCUSSIONS

THE EXTENT OF IMPLEMENTATION OF THE CLASSROOM MANAGEMENT PRACTICES ALONG THE PHYSICAL ORGANIZATION OF CLASSROOM ENVIRONMENT AS PERCEIVED BY TEACHERS AND SCHOOL HEADS

Table 2 presents the overall extent of implementation of classroom management practices along the physical organization of the classroom environment as perceived by teachers and school heads. The results show that both teachers and school heads agreed that these practices are often implemented, with an average weighted mean of 3.53. This indicates a shared perception that the classroom environment is generally well-organized, conducive to learning, and thoughtfully arranged.

Table 2
Extent of Implementation of the Classroom Management Practices along the Physical Organization Of the Classroom Environment as perceived by Teachers and School Heads

Physical Organization of Classroom Environment	Teachers		School heads		Overall	
	Mean	DE	Mean	DE	AW M	DE

1. Design the classroom by organizing its spaces.	3.42	O	3.49	O	3.46	O
2. Furnish materials inside the classroom.	3.29	SO	3.4	SO	3.35	SO
3. Create material to maximize the learning opportunities.	3.45	O	3.5	O	3.48	O
4. Provide more classroom management resources.	3.39	SO	3.4	SO	3.40	SO
5. Well-structured classrooms are predictable and organized.	3.45	O	3.42	O	3.44	O
6. Organize the physical layout of the classroom.	4.11	O	4.12	O	4.12	O
7. Create calming , clean, and comfortable environment	3.42	O	3.56	O	3.49	O
Total	3.50	O	3.56	O	3.53	O

These are done to maximize the space available and make the classroom conducive to learning. Teachers can create such conditions inside the classrooms where learners feel safe and learn how to work together effectively as individuals, (Ostrosky, 2018). The arrangement and appearance of the classroom greatly depend on the creativity of the teacher. This is explained through the following reasons: first, the school is implementing teacher's mobility, second, they lack facilities, and third, they don't have classrooms at all.

EXTENT OF IMPLEMENTATION OF THE CLASSROOM MANAGEMENT PRACTICES ALONG MANAGEMENT OF CLASSROOM ACTIVITIES AS PERCEIVED BY THE TEACHERS AND SCHOOL HEADS

Table 3 shows the overall extent of implementation of classroom management practices in the management of classroom activities as perceived by teachers and school heads. The results indicate that both groups often implement these practices, with an average weighted mean of 3.62.

Table 3
Extent of Implementation of the Classroom Management Practices along Management of Classroom Activities as Perceived By The Teachers And School Heads

Management of Classroom Activities	Teachers		School heads		Overall	
	Mean	DE	Mean	DE	AWM	DE
1. Practice patience in managing classroom activities with rational detachment.	3.56	O	3.98	O	3.77	O
2. Provide set effective limits for classroom activities.	3.57	O	3.76	O	3.67	O
3. Provide a set of rules at the beginning of classes.	4.02	O	4.12	O	4.07	O

4. Involve learners in the design of rules and procedures.	3.63	O	3.46	O	3.55	O
5. Post systematic class rules, routines, and procedures in a manner easy to see, read, and understand.	3.32	SO	3.31	SO	3.32	SO
6. Apply consequences for lack of adherence to rules and procedures.	3.34	SO	3.37	SO	3.36	SO
Total	3.57	O	3.67	O	3.62	O

Learners will be reminded of what they have agreed upon if they have to commit mistakes. Garrett (2018), found out that among strategies that can be characterized as student centered is involving learners in the creation of the classroom rules to foster relationships among learners. In addition, according to Rademacher and Callahan (2020) rules should be acceptable to both teacher and student. Rules should be reasonable. They should be decided upon jointly by teacher and student if possible. Giving voice to learners in the formulation and acceptance of rules increases likelihood that learners will follow them. This in turn will facilitate a more positive learning environment.

EXTENT OF IMPLEMENTATION OF THE CLASSROOM MANAGEMENT PRACTICES ALONG TIME MANAGEMENT AS PERCEIVED BY THE TEACHERS AND SCHOOL HEADS

Table 4 presents the overall extent of implementation of classroom management practices in Time Management as perceived by teachers and school heads. The results indicate that both groups sometimes implement these practices, with an average weighted mean of 3.19. This suggests a moderate level of adherence to time management strategies, such as breaking tasks into steps, setting objectives, and keeping to schedules.

Table 4

Extent of Implementation of the Classroom Management Practices along Time Management as Perceived by the Teachers and School Heads

Time Management	Teachers		School heads		Overall	
	Mean	DE	Mean	DE	AWM	DE
1. Break tasks down into manageable steps.	2.64	SO	2.98	SO	2.81	SO
2. Provide set goals and objectives to know the time needed.	3.01	SO	3.12	SO	3.07	SO
3. Check the time consumed by every part of the lesson.	3.42	O	3.48	O	3.45	O
4. Limit unnecessary activities.	3.32	SO	3.23	SO	3.28	SO
5. Communicate with the learners about the time.	3.24	SO	3.29	SO	3.27	SO
6. Keep to the schedule that has been set.	3.42	O	3.41	O	3.42	O
7. Engage learners throughout their activities.	3.11	SO	3.19	SO	3.15	SO
8. Provide time for the transition of tasks.	3.01	SO	3.09	SO	3.05	SO
Total	3.15	SO	3.22	SO	3.19	SO

EXTENT OF IMPLEMENTATION OF THE CLASSROOM MANAGEMENT PRACTICES ALONG MANAGEMENT OF LEARNERS' BEHAVIOR AS PERCEIVED BY THE TEACHERS AND SCHOOL HEADS

Table 5 shows the overall extent of implementation of classroom management practices in Management of Learners' Behavior as perceived by teachers and school heads. The results indicate that respondents generally often implement these practices, with an overall average weighted mean of 3.58.

Table 5
Extent of Implementation of the Classroom Management Practices along Management of Learners' Behavior as Perceived by the Teachers and School Heads

Management of Learners' Behavior	Teachers		School Heads		Overall	
	Mean	DE	Mean	DE	AW M	DE
1. Engage the class in setting behavior expectations.	3.43	O	3.56	O	3.50	O
2. Provide immediate but subtle corrections to the learners.	3.56	O	4.01	O	3.79	O
3. Model and promote positive behavior.	4.42	A	4.45	A	4.44	A
4. Engage parents with positive communication opportunities.	3.37	SO	3.39	SO	3.38	SO
5. The teacher becomes more aware of the learners' behavior.	4.03	O	4.02	O	4.03	O
6. Portray a friendly and positive attitude.	4.18	O	4.2	O	4.19	O
7. Make eye contact with each student during discussions.	4.01	O	4.03	O	4.02	O
8. Plan lessons that allow learners to work in preferred learning styles and intelligences.	2.67	SO	3.09	SO	2.88	SO
8. Establish clear learning goals-use rubrics frequently.	3.01	SO	3.23	SO	3.12	SO
9. Provide school materials for the needy learners.	2.71	SO	2.12	S	2.42	SO
Total	3.54	O	3.61	O	3.58	O

EXTENT OF IMPLEMENTATION OF THE CLASSROOM MANAGEMENT PRACTICES ALONG WITH MANAGEMENT OF LEARNERS' BEHAVIOR AS PERCEIVED BY THE TEACHERS AND SCHOOL HEADS

Table 6 presents the overall extent of implementation of classroom management practices in Disciplinary Interventions as perceived by teachers and school heads. The findings indicate that respondents generally often implement key disciplinary strategies, with an overall average weighted mean of 3.40, though some practices were rated lower.

Table 6
Extent of Implementation of the Classroom Management Practices Along Disciplinary Interventions as Perceived by the Teachers and School Heads

Disciplinary Interventions	Teachers		School Heads		Overall	
	Mean	DE	Mean	DE	AW M	DE
1. The teachers use clear classroom discipline.	3.47	O	3.56	O	3.52	O
2. Praise learners for desirable behavior and things accomplished.	3.42	O	3.74	O	3.58	O
3. Assign special and/or additional task for learners who misbehave during class discussions.	2.56	S	2.45	S	2.51	S
4. Call parent's attention for the learners' misbehavior.	3.78	O	4.02	O	3.90	O
5. Pause lecture until disruption ceases.	3.39	SO	3.40	SO	3.40	SO
6. Talk to the learners who misbehave in the class.	3.89	O	3.10	SO	3.50	O
Total	3.42	O	3.38	SO	3.40	SO

White (2001) found out that teachers supported the belief that all learners were able to improve their own behavior. They were committed to correcting undesirable behaviors in a consistent, professional manner. They would achieve this goal without becoming angry, emotional or become personally offended. The staff also agreed to be vigilant in their discipline approach. Student who receive constructive guidance and praise rather than just criticism from teacher, is likely to show more engagement in learning behave better in class and achieve at higher levels academically (Perumal 2015).

DIFFERENCES IN THE EXTENT OF IMPLEMENTATION OF CLASSROOM MANAGEMENT PRACTICES BETWEEN THE ELEMENTARY TEACHERS AND SCHOOL HEADS

Table 7 presents the differences in perception between teachers and school heads regarding the extent of implementation of classroom management practices across five key areas. The computed t-value (0.120) was lower than the critical t-value (2.1276) at the 0.05 level of significance, leading to the acceptance of the null hypothesis. This indicates that there is no significant difference between the perceptions of teachers and school heads.

Table 7
Significant Differences in the Extent of Implementation of the Classroom Management Practices Between the Teachers and School Heads

Classroom Management Practices	Teachers		School Heads	
	Weighted Mean	DE	Weighted Mean	DE
1. Physical organization of classroom environment	3.50	O	3.56	O
2. Management of classroom activities	3.57	O	3.67	O
3. Time management	3.15	SO	3.22	SO
4. Management of learners' behavior	3.54	O	3.61	O
5. Disciplinary interventions	3.42	O	3.38	SO
TOTAL	3.44	O	3.49	O

Computed t-value: 0.120@ df 4
Alpha: @ 0.05 level of significance
Critical Value: 2.1276 , df 4
Decision: accept the null hypothesis
Interpretation: No significant difference

EXTENT OF SERIOUSNESS OF PROBLEMS ENCOUNTERED BY TEACHERS

Table 9 shows the extent of seriousness of problems encountered by elementary teachers in implementing classroom management practices. The overall results indicate that teachers perceive the problems as "Moderately Serious" (MS), with an average mean of 1.96.

Table 9
Degree of Seriousness of Problems Encountered

Indicators	Teachers		Rank
	Mean	DE	
1. Learners ignore teachers' instructions, orders and/ or suggestions.	2.33	MS	4
2. Learners are restless due to overcrowded classrooms.	2.35	S	3
3. Student ridicules teachers.	2.30	MS	5
4. Learners are inattentive.	2.40	S	1
5. Learners disobey classroom rules and procedures.	2.38	S	2
6. Learners' behaviors remain uncontrollable despite of the clear consequences.	2.19	MS	7
7. The set of class officers are not doing their respective jobs to assist the teacher.	2.00	MS	8
8. Teacher and learners have insufficient time of communication and interaction during the class.	1.71	MS	10
9. Teachers are impulsive in giving decisions related to classroom management.	1.98	MS	9
10. Teacher fails to provide measures for some expected behavior of the learners.	2.29	MS	6
Total	1.96	MS	

Conclusion

Based on the findings of the study, it can be concluded that both teachers and school heads generally agreed that the implementation of classroom management practices in public elementary schools was effective and aligned with standard principles of classroom management. There was no significant difference between their perceptions regarding the extent of implementation. However, the problems encountered by teachers, though moderately serious, influenced the degree to which classroom management practices were applied. To address these challenges, it is recommended that the Department of Education conduct targeted trainings and workshops to enhance teachers' skills in classroom management, while teachers should innovate and adopt strategies that actively engage learners and minimize disruptive behavior. The proposed action plan may be implemented in schools to provide practical solutions to classroom management issues, and future research may explore additional factors, such as teacher experience, class size, and learner behavior, to further improve the effectiveness of classroom management practices.

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