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TEACHERS' CLASSROOM MANAGEMENT PRACTICES ON LEARNERS' BEHAVIOR MANAGEMENT

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Abstract : Teachers' classroom management practices on learners' behavior management have been scrutinized for their impact on learner outcomes and overall classroom dynamics. This study aimed to determine the relationship between these practices on learners' behavior among one hundred fifty-five (155) public elementary school teachers in the District of Manolo Fortich III, Division of Bukidnon. Specifically, it examined the respondents' characteristics, assessed the level of teachers' classroom management practices, the level of learners' behavior and the relationship and differences between teachers' classroom management practices on learners' behavior management. The researcher utilized a universal sampling technique and employed an adopted and modified questionnaire. The data were analyzed using descriptive statistics, including frequency, mean, standard deviation, Pearson Correlation Coefficient, and t-tests.

The findings reveal significant correlations between effective discipline practices and teachers' time management, influencing learners' behavior. Consistent enforcement of rules and fair treatment enhances participation, reduces disruptions, and supports emotional management, fostering a respectful classroom. Effective time management, through organized lessons and schedules, crucially maintains learner engagement. However, the physical environment and routines, while aiding learner well-being, minimally affect behavior compared to teacher-learner interactions and proactive strategies. Prioritizing interactive management over environmental factors underscores ongoing professional development's role in enhancing teaching effectiveness and fostering positive attitudes. Time management notably influences learner behavior, whereas the impact of the physical environment is minimal. Significant differences in classroom management skills are observed based on teaching experience, higher educational qualifications, and a positive attitude. Teaching experience enhances strategy refinement and classroom organization, while higher qualifications contribute advanced knowledge and evidence-based practices. In conclusion, effective classroom management integrates disciplined practices, efficient time use, proactive strategies, teaching experience, ongoing professional development, and positive educator attitudes, all of which are crucial for supporting and motivating learners. It is recommended that improving teaching practices requires enhancing educational qualifications and fostering positive attitudes toward classroom management.

Keywords: classroom management practices, behavior management

I. INTRODUCTION

1.1Background of the Study

Classroom management is essential for effective teaching, involving strategies to create a conducive learning environment and encourage positive learner behavior. These practices are critical for fostering academic engagement, facilitating social interaction, and ensuring overall learner success. This study explores the connection between teachers' management approaches and learner behavior, drawing insights from recent literature and educational policies, including DepEd orders. Additionally, the study emphasizes the importance of integrating Values Education (Edukasyon sa Pagpapakatao) into the K to 12 curriculum, as outlined in DepEd Order No. 31, s. 2012. It aims to evaluate the impact of values education on learners' conduct and academic performance, considering the crucial role of effective classroom management.

Classroom management emerges as a pivotal component in this study, encompassing a range of strategies aimed at fostering a conducive learning environment. Effective management involves establishing clear rules, managing behavior, promoting engagement, and optimizing instructional time (Kim & Kim, 2019). These practices are essential for minimizing disruptions, maximizing learning opportunities, and enhancing academic performance. In the diverse classrooms of Manolo Fortich District III, teachers must adapt their approaches to meet the needs of a multicultural learner population. Cultural sensitivity and responsiveness are vital as educators navigate the complexities of various cultural backgrounds and perspectives (Reyes & Ong, 2019).

Disruptive behavior is a common challenge in classrooms, often impacting learning and academic outcomes. Addressing this issue demands a proactive approach that includes clear communication, consistent rule enforcement, positive reinforcement, and

collaboration with all stakeholders (Smith & Johnson, 2021). Tailoring classroom management strategies to individual dynamics helps teachers curb disruptions and foster a harmonious learning environment. The classroom is often viewed as a microcosm of society, where learners not only acquire academic knowledge but also develop social skills, values, and attitudes. Thus, educators play a crucial role in shaping the classroom culture, influencing learners' behavior and attitudes towards learning.

Further, effective classroom management relies on implementing the POLC technique: planning, organizing, leading, and controlling. planning involves setting objectives, organizing resources, and strategizing instruction. Leading focuses on building rapport, motivating learners, and fostering a sense of community. Controlling includes monitoring behavior, enforcing rules, and addressing disciplinary issues fairly (Yeung & Yuen, 2019). Professional development and collaboration are also essential for effective classroom management, as they equip teachers with the necessary knowledge and skills.

Ongoing training, networking, and peer support enhance teachers' ability to manage diverse classrooms and promote positive learner outcomes (Chen & Wong, 2022). Moreover, Appalla et al. (2020) emphasize the importance of classroom management in cultivating a positive environment conducive to academic and socio-emotional development. In conclusion, effective classroom management is crucial for enhancing academic performance and fostering a positive learning environment in Manolo Fortich District III. By integrating Values Education, cultural sensitivity, and proactive management strategies, teachers can create classrooms that inspire, motivate, and empower learners to reach their full potential. Through collaboration, professional development, and a commitment to continuous improvement, educators can make a meaningful difference in the lives of their learners and communities.

1.2 Literature and Related Studies

In the dynamic landscape of education, effective classroom management practices are crucial for influencing learners' behavior. This review includes related studies to provide clear definitions and insights that will offer a better understanding of the present study.

Classroom Management Practices

Classroom management involves a wide range of skills and techniques aimed at maintaining order, fostering engagement, and optimizing instructional time (Centre for Education Statistics and Evaluation, 2020). Effective classroom management hinges on establishing clear expectations and routines collaboratively with learners, emphasizing mutual respect and responsibility (Kelly, 2019). In the Philippine educational context, the Department of Education highlights the importance of Values Education in shaping the character and holistic development of learners. By integrating positive discipline methods, educators focus on promoting positive behavior rather than relying solely on disciplinary measures. Notably, the use of corporal punishment is inconsistent with Republic Act 7610, also known as the "Special Protection of Children Against Abuse, Exploitation, and Discrimination Act."

Classroom management is a multifaceted process that is essential for creating an environment conducive to effective teaching and learning (Marzano et al., 2019). It involves the deliberate organization and maintenance of a setting that maximizes educational outcomes while fostering positive interactions and behaviors among learners (Wong & Wong, 2019). Key components include establishing clear routines, procedures, and expectations to provide stability and predictability for learners (Jones & Jones, 2019). Research by Sprick (2019) underscores the importance of proactive approaches, such as the CHAMPS framework, which focuses on setting clear expectations for behavior in various classroom situations. Educators must employ diverse teaching methods and resources to actively engage learners in the learning process (Marzano et al., 2019).

In addition, creating an effective classroom management system is crucial for cultivating an environment conducive to learning and fostering learner success. This review explores four key pillars of classroom management: the physical environment, routine activities, discipline, and time management. By synthesizing insights from scholarly research and DepEd directives, we gain a deeper understanding of the factors that contribute to successful classroom management practices. The physical environment of the classroom significantly influences learner behavior and engagement. A well-designed and organized space, as emphasized by DepEd's directives like DepEd Order No. 72, s. 2019, can enhance learner motivation and focus, ultimately contributing to positive learning outcomes (Weinstein, 2020; Marzano, 2019).

Establishing consistent routines and procedures is essential for fostering predictability and structure in the classroom. Clear routines, advocated by DepEd through initiatives like the Daily Lesson Log outlined in DepEd Order No. 42, s. 2016, helps learners understand expectations and develop self-regulation skills, ultimately enhancing academic performance. Effective discipline is crucial for maintaining a positive and productive learning environment. DepEd directives such as DepEd Order No. 40, s. 2012 emphasizes the importance of positive discipline methods that prioritize proactive strategies like positive reinforcement and restorative practices (Sprick, 2019). These approaches have been shown to promote learner accountability and foster respectful relationships among peers and educators, contributing to a harmonious classroom atmosphere (Charles, 2020).

Efficient time management is critical for optimizing instructional time and achieving learning objectives. The guidelines are exemplified in DepEd Order No. 7, s. 2015, which provides frameworks for implementing daily time schedules in schools, enabling teachers to deliver quality instruction and engage learners effectively (Allen, 2021; Fisher, 2019). Research by Johnson and Johnson (2020) highlights the importance of strategic time allocation, goal setting, and task prioritization in enhancing learner engagement and academic achievement. By adhering to these time management practices, educators can create a structured learning environment that maximizes learning opportunities and supports overall educational outcomes.

Effective classroom management involves creating a supportive, well-structured, and positive learning atmosphere by focusing on the physical setting, daily procedures, disciplinary techniques, and time allocation. By integrating knowledge from academic research and DepEd guidelines, teachers can implement evidence-based methods to enhance learner involvement, encourage positive behavior, and ultimately facilitate learner achievement.

Physical Environment

The physical layout and organization of a classroom significantly impact learner behavior and engagement (Weinstein, 2020; Marzano, 2019). The Department of Education emphasizes the importance of creating conducive learning spaces, as outlined in directives like DepEd Order No. 72, s. 2019, which provides guidelines for improving school facilities. Research indicates that a well-designed environment can enhance learner motivation and focus, leading to positive learning outcomes. This order, specifically titled "Guidelines on the Utilization of the Basic Education Facilities for Senior High School (SHS) to Support the SHS Modeling Implementation," offers measures to ensure the efficient use of facilities for SHS programs in the Philippines. By

implementing these guidelines, schools can create an environment that fosters learner comfort and concentration, ultimately contributing to academic success.

Although this directive may not directly alter learner behavior, it indirectly shapes the learning environment, which can influence behavior. The implementation of SHS modeling may require adjustments in scheduling, classroom arrangements, and logistical considerations. Consistency and organization in these areas can help reduce disruptions, creating a more structured learning environment that positively impacts learner behavior. Recent studies further emphasize the importance of the physical classroom environment in influencing learner behavior and engagement. For instance, Weinstein (2020) found that a well-organized and visually stimulating environment positively affects learner motivation and attention.

Similarly, Marzano (2019) explored how classroom layout influences learner engagement, highlighting the importance of strategic seating arrangements and accessible learning materials to promote active participation. By ensuring that basic education facilities are properly utilized and equipped to support SHS programs, DepEd's directives contribute to creating a conducive learning environment. Adequate facilities enhance learners' overall educational experience by providing them with resources and spaces that support learning. A well-equipped and functional environment fosters a sense of belonging, motivation, and engagement among learners, which can positively influence their behavior.

In a study conducted by Smith (2019), a thorough examination of classroom environment research reaffirmed the belief that a thoughtfully designed physical space enhances learner motivation, engagement, and academic success. The study underscored the importance of factors such as classroom arrangement, decoration, and organization in creating a favorable learning atmosphere. The classroom environment significantly influences learner behavior and engagement, encompassing elements like physical layout, resources, and overall climate (Evertson & Weinstein, 2021; Wang et al., 2023). A well-organized and stimulating environment promotes focus, collaboration, and active participation, as evidenced by insights from the National Center on Safe Supportive Learning Environments (2022), which suggest that school climate, including the physical setting,which impacts learner behavior, academic outcomes, and even teacher absenteeism.

Routine Activities

Establishing consistent routines and procedures is crucial for promoting predictability and reducing disruptions in the classroom (Jones & Jones, 2020). In line with these principles, the Department of Education advocates implementing daily routines through initiatives such as the Daily Lesson Log, as outlined in DepEd Order No. 42, s. 2016. By incorporating structured activities into the daily schedule, educators help learners develop a sense of rhythm and familiarity, facilitating smoother transitions between tasks and maximizing instructional time. This emphasis on structured routines aligns with DepEd's commitment to creating supportive learning environments that foster learner success. Moreover, research shows that clear routines play a vital role not only in classroom management but also in significantly impacting learner development.

Consistently reinforcing expectations and procedures helps learners regulate their behavior and manage their time effectively (Johnson & Johnson, 2020; Smith, 2021). Through the establishment of structured routines, learners acquire essential self-regulation skills that contribute to their academic success (DepEd Order No. 42, s. 2016). Over time, these routines foster greater independence and responsibility among learners, leading to improved academic performance and overall personal growth.

Discipline

Competency in managing and addressing behavioral challenges within the classroom, known as discipline, plays a pivotal role in shaping learners' conduct. Studies highlight the significant impact of teachers' disciplinary abilities on learners' behavior. For instance, Canter and Canter (2020) emphasize the importance of teachers' disciplinary skills in maintaining order and fostering positive behavior among learners. These findings underscore the critical role of effective discipline in shaping learner behavior within educational settings. Consequently, effective disciplinary practices are essential for managing learner behavior and creating a conducive learning atmosphere (Sprick, 2019).

In its commitment to fostering a supportive learning environment, the Department of Education advocates for the adoption of positive discipline methods, as demonstrated in initiatives like the Child Protection Policy outlined in DepEd Order No. 40, s. 2012. These initiatives emphasize proactive strategies, such as positive reinforcement and restorative practices. This is known as the "Child Protection Policy," which mandates the implementation of measures to prevent and address various forms of abuse, exploitation, violence, and discrimination against children in schools. It underscores the importance of creating a safe and supportive environment conducive to the holistic development and well-being of all learners, thereby highlighting the role of educators in promoting child protection and providing appropriate support to at-risk learners.

Aligned with this policy, teachers prioritize preventing and addressing various forms of abuse, exploitation, violence, and discrimination within the school environment. Teachers must familiarize themselves with the policy, recognize signs of potential harm, and create a classroom atmosphere where learners feel safe reporting concerns. In cases of suspected abuse, teachers are required to promptly report incidents and provide necessary support to affected learners. Collaboration with school staff, parents, and community stakeholders is crucial for the effective implementation of the policy. Ultimately, teachers play a vital role in safeguarding learner welfare and promoting a secure learning environment in accordance with DepEd Order No. 40, s. 2012.

Moreover, positive discipline methods aim to shift the focus from punitive measures to constructive approaches that encourage learner accountability and foster respectful relationships among peers and educators. By promoting positive reinforcement, educators can recognize and reinforce desired behaviors, motivating learners to consistently exhibit appropriate conduct. Additionally, restorative practices provide learners with opportunities to reflect on their actions, take responsibility, and make amends for any harm caused, fostering a sense of accountability and empathy. Research shows that positive discipline methods effectively encourage learner accountability and nurture respectful relationships within the school community (Charles, 2020).

Integrating these approaches into disciplinary practices not only helps educators manage behavioral issues efficiently but also enhances learners' socio-emotional development. By fostering a culture of respect and empathy, positive discipline methods contribute to creating a harmonious learning environment where learners feel valued, supported, and motivated to achieve academic success. Consequently, DepEd's advocacy for integrating positive discipline methods is crucial for upholding a positive learning environment and advancing learner well-being.

Time Management

Efficient time management is crucial for educators to optimize instructional time and effectively achieve learning objectives (Allen, 2021). The Department of Education (DepEd) supports this through directives like DepEd Order No. 7, s. 2015, which provides guidelines for implementing daily time schedules in schools. By adhering to these directives, educators can organize and

execute classroom activities efficiently, thereby maximizing learning opportunities for students. Time management also plays a pivotal role in shaping learners' behavior, influencing their ability to prioritize tasks, allocate resources efficiently, and maintain focus on academic goals. Studies have shown that effective time management significantly impacts both learner behavior and academic success.

According to Smith (2019), learners with strong time management skills are better able to plan and organize their study schedules, leading to increased productivity and reduced procrastination. Similarly, research by Garcia and Martinez (2020) found that learners who practice effective time management exhibit greater self-discipline and are more likely to meet deadlines, resulting in higher academic performance. Furthermore, research by Lee and Park (2021) suggests that learners who manage their time effectively experience lower levels of stress and anxiety, as they feel more in control of their academic responsibilities. This ability to regulate stress not only contributes to a positive learning environment but also fosters a growth mindset among learners.

A longitudinal study by Brown and Taylor (2023) observed that learners who develop strong time management skills during their academic years are more likely to carry these habits into their professional lives, highlighting the long-term benefits of instilling effective time management practices early in one's education. This research emphasizes the significant influence of time management on shaping learners' behavior and success. By cultivating skills such as planning, organization, self-discipline, and stress regulation, effective time management contributes to improved academic performance, reduced stress levels, and the development of lifelong habits essential for success in both academic and professional domains.

Furthermore, strategic allocation of time, along with goal setting and task prioritization, plays a crucial role in enhancing learner engagement and academic achievement (Fisher, 2019). By carefully planning and structuring instructional activities, educators can create a conducive learning environment that promotes active participation and fosters learner growth. Additionally, effective time management enables educators to address individual learner needs and provide timely feedback, further supporting their development. Implementing effective time management practices, as outlined by DepEd directives and supported by research, can significantly improve learner outcomes.

Overall, effective classroom management practices involve creating a supportive physical environment, establishing consistent routines, implementing positive disciplinary measures, and optimizing time allocation. By integrating insights from relevant studies and DepEd directives, educators can cultivate learning environments that promote learner engagement, responsibility, and positive behavior, ultimately leading to improved academic performance.

Learner's Behavior Management

Learners' behavior plays a crucial role in classroom management, directly impacting the overall learning atmosphere and educational outcomes. Positive behavior fosters an environment conducive to teaching and learning, while disruptive behavior can significantly hinder the educational process. Therefore, addressing learners' behavior is essential for maintaining order, promoting engagement, and maximizing instructional time.

Disruptive behaviors in the classroom encompass a range of actions that impede the learning process and disrupt the classroom environment. These behaviors often include speaking out of turn, interrupting the teacher or classmates, engaging in off-task activities such as playing with objects or electronic devices, refusing to comply with instructions, and showing defiance towards authority figures like teachers or school staff. In more severe cases, disruptive behavior may escalate to physical altercations. While these behaviors can vary in severity and frequency, they collectively pose significant challenges to maintaining a conducive learning atmosphere (Johnson & Johnson, 2019).

Participation

Active participation in classroom activities is essential for achieving optimal learning outcomes. Encouraging engagement and involvement in learning is vital for creating dynamic educational environments. Effective strategies, such as hands-on activities, cooperative learning, and inquiry-based learning, have been shown to significantly enhance learner involvement and understanding (Hmelo-Silver et al., 2019; Slavin, 2020). These strategies help learners focus on the lesson, reducing the likelihood of classroom disruptions. Additionally, hands-on activities deepen understanding by allowing learners to interact directly with materials, while cooperative learning fosters collaboration and teamwork, encouraging the sharing of knowledge.
Inquiry-based learning, in particular, promotes curiosity and problem-solving skills by involving learners in real-world exploration, which contributes to positive behavior development.

Disruptive Behavior

Disruptive behavior can significantly impede the learning process, highlighting the need for proactive classroom management strategies. Recent studies by Jones et al. (2019) and Smith et al. (2021) have demonstrated the effectiveness of restorative practices, such as peer mediation and conflict resolution, in addressing disruptive behavior. DepEd Order No. 88, s. 2012, outlines the Policy Guidelines on Bullying Prevention and Intervention in Schools, emphasizing the importance of creating a safe and supportive learning environment by addressing bullying and disruptive behavior. This order provides schools with guidelines to implement preventive measures, intervention strategies, and support mechanisms to address bullying incidents and promote positive behavior among learners.

Teachers implementing DepEd Order No. 88, s. 2012 should begin by thoroughly understanding its guidelines for addressing bullying and disruptive behavior. They must work to foster a safe and supportive classroom environment that promotes positivity, inclusivity, and empathy among learners. Educating students about the policy helps raise awareness of the consequences of bullying and the importance of respect. Preventive measures, such as establishing clear rules, promoting positive behavior, and encouraging open communication, are essential in deterring incidents. In the event of problems, teachers should promptly follow protocol, provide support to victims, and discipline perpetrators, with collaboration and training sessions further enhancing their ability to manage incidents effectively.

Emotion Management

Emotion management plays a fundamental role in influencing learners' behavior and academic success. Brackett et al. (2019) highlight the importance of imparting emotional intelligence skills to learners, including self-awareness, self-regulation, and empathy. By integrating socio-emotional learning programs into the curriculum, educators can provide learners with opportunities to develop these essential skills, fostering emotional well-being and positive behavior. Teachers can effectively manage learners' emotions by incorporating various strategies into their teaching practices (Smith, 2020). For example, creating a supportive and empathetic classroom environment is crucial, as it allows learners to express their emotions comfortably without fear of judgment (Jones & Brown, 2019; Garcia et al., 2021).

Moreover, the Department of Education directives, such as DepEd Order No. 72, s. 2019 emphasizes the importance of creating conducive learning environments to support learner behavior and academic success. These initiatives stress the need to integrate evidence-based strategies into classroom management practices to promote positive behavior and enhance learner outcomes. Learners' behavior significantly impacts educational outcomes, making active participation and engagement vital for effective learning. Addressing disruptive behavior is also crucial, with restorative practices like peer mediation proving effective in conflict resolution. DepEd policies, such as No. 88, s. 2012, focus on preventing bullying and disruptive behavior, thereby fostering a safe and supportive learning environment.

Respondents' Characteristics

The study of teacher characteristics is crucial for understanding their impact on classroom management and instructional effectiveness. This section reviews literature on various characteristics, including age, sex, position, teaching experience, family income, and educational qualifications, to explore how these factors influence educational outcomes.

Age

The age of teachers can significantly impact their classroom management practices. Older teachers often have more years of experience, which can lead to a well-developed repertoire of effective strategies for handling challenging situations. In contrast, younger teachers may need more time to refine their management skills but might be more adaptable to new technologies and teaching methods, incorporating innovative strategies to engage learners (Molitas, 2021). Additionally, the age difference between teachers and learners can affect rapport and relationship-building; younger teachers may connect more easily on a personal level, while older teachers may command more respect due to their experience and maturity. However, both younger and older teachers can build strong relationships through effective communication and understanding, fostering a culture of collaboration and mutual learning.

Age differences can also create opportunities for mentorship and collaboration among teachers. Younger teachers can benefit from the experience and guidance of older colleagues, while older teachers can learn from the fresh perspectives and innovative ideas of younger teachers. Research indicates that age can influence classroom management, with experienced teachers often exhibiting more stable and effective practices (Guskey & Yoon, 2019). According to Klassen and Chiu (2020), older teachers are generally more confident in handling classroom disruptions.

In conclusion, while age is not the sole determinant of effective classroom management, it can influence teachers' approaches, interactions with learners, and professional development. Recognizing and adapting to these age-related factors can help teachers create more inclusive and effective learning environments for their students.

Sex

The implications of sex on classroom management practices are significant and multifaceted, influencing how teachers interact with learners, manage behavior, and create learning environments. Research suggests that male and female teachers often exhibit different classroom management styles, with male teachers generally adopting more controlling and interventionist approaches, while female teachers may lean towards collaborative and nurturing methods. For instance, female teachers tend to focus on building relationships and maintaining a supportive environment, whereas male teachers may prioritize authority and control over classroom dynamics.

Sex can also influence teachers' perceptions of learner behavior and their expectations, with male teachers more likely to assert control and establish strict behavioral norms, while female teachers might emphasize cooperation and emotional support. This difference can affect how learners respond to authority and how effectively teachers manage classroom behavior. Additionally, gender can impact teachers' comfort levels with certain subjects, such as sexual health education, where male teachers might feel less comfortable, potentially affecting their ability to deliver content and manage related discussions. Research indicates that learners, particularly girls, may feel more at ease discussing sensitive topics in single-gender settings, further influencing classroom management dynamics.

Studies show that male and female teachers may adopt different strategies in managing classrooms and interacting with learners. For example, female teachers may emphasize relational strategies, while male teachers might focus on authority and discipline (Borg & Riding, 2019). Gender-related expectations can also shape teacher-learner interactions and classroom behavior management (Jones & Myhill, 2021).

In summary, sex or gender has significant implications for classroom management practices, with male and female teachers often adopting different management styles that influence learner behavior, engagement, and the overall learning environment. Understanding these dynamics is crucial for educators to develop effective classroom management strategies that cater to the diverse needs of their learners, promote positive interactions, and enhance educational outcomes. By recognizing the impact of gender on teaching practices, educators can better navigate classroom challenges and foster inclusive learning environments.

Position

Teaching positions significantly impact both educators and learners, influencing classroom dynamics, learning outcomes, and professional development. The physical positioning of teachers in the classroom can greatly affect power dynamics; for example, research suggests that teachers who stand while learners are seated may create a power imbalance, potentially leading to decreased learner engagement and confidence. Conversely, when teachers adopt a more equal physical stance, such as sitting with learners, it can foster a sense of trust and collaboration, enhancing learner comfort and participation (Richmond, 2022). A teacher's position can convey control and authority—standing often signals readiness and engagement, while sitting may suggest a more relaxed atmosphere. However, if a teacher is seated and appears disengaged, it can negatively impact learner behavior and motivation, so varying positions is recommended to manage classroom behavior effectively.

The administrative roles of teachers, such as head teachers or those with additional responsibilities, can also influence their teaching effectiveness and, consequently, learner academic outcomes. Studies have shown that teachers who divide their attention between administrative duties and classroom instruction may exhibit lower levels of teaching effort, which can adversely affect learner performance (Andrea, 2022). Research by Hallinger and Wang (2021) emphasizes that leadership positions, such as department heads, play a crucial role in shaping classroom management policies. The position within an educational institution, such as a classroom teacher or principal, determines the level of authority and responsibility held. For instance, principals have a significant influence on school-wide discipline policies and the overall learning environment (Leithwood & Louis, 2019).

Teaching Experience

Research by Hallinger and Wang (2021) underscores the significant role that leadership positions, such as department heads, play in shaping classroom management policies. Teaching experience allows educators to refine their classroom management skills over time, with experienced teachers often developing a more nuanced understanding of learner behavior and effective strategies for maintaining a positive learning environment. These teachers are typically better equipped to handle disruptions and create a structured classroom atmosphere that fosters learning.

As teachers gain experience, their beliefs about education, learner motivation, and classroom management tend to evolve. Novice teachers may begin with idealistic views, but experienced educators often adopt more pragmatic approaches based on real classroom challenges, leading to management styles that are more effective and aligned with learner needs (Girardet et al., 2018). Greater teaching experience is also associated with increased self-efficacy in managing classrooms. Teachers who feel confident in their abilities are more likely to implement effective management strategies, which in turn enhance learner engagement and reduce behavioral issues, creating a supportive learning environment (Foster, 2022).

Thus, teaching experience is a critical factor in classroom management effectiveness. Experienced teachers are often more adept at handling diverse classroom situations and implementing effective strategies, having had more opportunities to refine their skills (Wong & Wong, 2020). A study by Stronge, Ward, and Grant (2019) found that experienced teachers employ a wider range of classroom management techniques compared to their less experienced counterparts.

Family Monthly Income

According to Mohan Joshi (2019), family monthly income has multifaceted implications for classroom management practices, influencing both the educational environment and the strategies employed by teachers. Families with higher monthly incomes can often provide their children with better educational resources, such as tutoring, extracurricular activities, and learning materials, leading to improved academic performance and behavior in the classroom. Conversely, learners from lower-income families may face challenges that affect their focus and behavior, requiring more intensive classroom management strategies from teachers. Additionally, family income can influence learners' self-esteem and motivation levels, with research indicating that learners from higher-income families tend to have higher self-esteem, which positively correlates with academic performance and classroom behavior (Majumda, 2019).

Moreover, teachers may need to implement specific management practices to support learners from lower-income backgrounds who might struggle with self-esteem and motivation, thereby affecting their classroom engagement. Furthermore, teachers might adopt differentiated instruction strategies to accommodate varying levels of preparedness and engagement among learners from different income backgrounds. This could involve providing additional support or resources to learners who lack access to the same educational opportunities at home, thereby influencing classroom management practices to ensure all learners can participate and succeed (Ngangi et al., 2023). Implementing behavior management systems, such as a classroom economy, can help establish a structured environment that promotes responsibility and accountability among learners, creating a level playing field where all learners can earn rewards based on behavior and effort, rather than external factors related to income (Toklu, 2021).

Subsequently, family income can influence a teacher's access to resources and professional development opportunities. Teachers from higher-income backgrounds may have more opportunities for further education and training, potentially impacting their teaching quality and classroom management skills (Chetty et al., 2021). A study by Garcia and Weiss (2022) found that teachers with higher family incomes are more likely to invest in supplementary teaching materials and resources.

In summary, family monthly income significantly impacts classroom management practices by affecting learner behavior, engagement, and academic performance, which in turn influences the strategies teachers use to create an effective learning environment. Understanding these dynamics allows educators to tailor their approaches to meet the diverse needs of their learners, ultimately promoting equity and enhancing educational outcomes.

Highest Educational Qualification

The highest educational attainment of teachers has significant implications for their classroom management practices, influencing various aspects of teaching effectiveness, learner engagement, and overall learning environments. According to Nisar et al. (2019), teachers with higher educational qualifications often possess a deeper understanding of pedagogical theories and classroom management strategies. This knowledge enables them to implement effective practices that create structured and supportive learning environments, and they are typically more adept at integrating diverse teaching methodologies, which can enhance learner engagement and participation. Additionally, higher educational attainment often correlates with a commitment to ongoing professional development. Educators who pursue advanced degrees or certifications are likely to continuously learn about new classroom management techniques, leading to improved practices that adapt to the needs of diverse learners.

Moreover, educators with advanced degrees may be better equipped to handle behavioral issues in the classroom, as their training often includes strategies for promoting positive behavior and effectively addressing disruptions. This ability to manage behavior is crucial for maintaining an environment conducive to learning, where effective classroom management reduces chaos and maximizes instructional time. Teachers with higher educational attainment are generally more skilled at establishing a positive classroom climate, fostering an environment that supports academic, social, and emotional learning, which is essential for learner success (Foster, 2022).

Thus, the educational background of teachers significantly influences their ability to engage learners. Educators with advanced qualifications often utilize varied instructional strategies that cater to different learning styles, thereby enhancing learner motivation. Their deep understanding of learner psychology and learning processes allows them to implement management techniques that keep learners focused and actively involved in their education.

1.3 Objectives

The main purpose of this study was to determine the teachers' classroom management practices on learners' behavior management in Manolo Fortich District III. Specifically, this aimed to describe the respondents' characteristics, find the level of teachers' classroom management practices, assess the level of learners' behavior, determine the significant relationship between teachers' classroom management practices on learner's behavior management and test the significant difference in the teachers' classroom management practices when grouped according to their characteristics.

1.4 Theoretical Framework

This study examines the relationship between teachers' classroom management practices and learners' behavior management, drawing from Albert Bandura's Social Learning Theory. According to Bandura (1977), individuals learn behaviors by observing and imitating role models, such as teachers. Recent studies have reinforced this theory, showing that effective classroom management—characterized by clear expectations and positive reinforcement—significantly influences learners' behavior and engagement. For example, Wang et al. (2020) found that when teachers consistently model positive behaviors, students are more likely to adopt these behaviors, leading to a more disciplined and engaged classroom environment.

Furthermore, Bandura's Self-Efficacy Theory (1997) is crucial in understanding how teachers' management practices impact learners' confidence and behavior. A study by Fook and Sidhu (2020) demonstrated that learners who perceive their teachers as competent and supportive tend to have higher self-efficacy, which correlates with improved behavior and academic performance. This is supported by Klassen and Tze (2019), who found that teachers' ability to manage classrooms effectively contributes to an environment where learners feel more confident in their abilities, leading to reduced disruptive behavior and increased participation.

The Theory of Planned Behavior (Ajzen, 1991) also provides a relevant framework for exploring this relationship, as it posits that behavior is influenced by attitudes, subjective norms, and perceived behavioral control. Recent research by Lewis and Sugai (2019) supports this theory, indicating that well-managed classrooms help establish positive behavioral norms and give learners a sense of control over their actions, which in turn reduces behavioral issues. Emmer and Sabornie (2020) further emphasized that when teachers implement consistent management practices, they not only improve classroom behavior but also foster a positive learning environment that supports academic success.

In conclusion, this theoretical framework integrates Social Learning Theory, Self-Efficacy Theory, and the Theory of Planned Behavior to explain how teachers' classroom management practices influence learners' behavior. By modeling positive behaviors, building learners' confidence, and establishing supportive norms, teachers play a vital role in shaping a classroom environment that promotes both academic achievement and positive behavior. Recent literature from 2019 onwards reaffirms the importance of these theories in understanding and enhancing the dynamics of classroom management and learner behavior.

1.5 Conceptual Framework

The conceptual framework in Figure 1 illustrates the relationship between teachers' classroom management practices (independent variables), learners' behavior management (dependent variables), and respondent characteristics (moderating variables). Teachers' classroom management practices, including the physical environment, routine activities, discipline, and time management, play a critical role in shaping the learning environment. Research indicates that a well-organized physical environment and structured routine activities can enhance learner engagement and reduce disruptive behavior (Smith et al., 2021; Brown & Miller, 2019). Effective discipline and time management strategies are also linked to improved learner participation and emotional regulation, which are essential for a positive learning experience (Garcia & Hernandez, 2023; Jones, 2019).

Learners' behavior management, the dependent variable, is influenced by how well teachers implement classroom management practices. Participation, disruptive behavior, and emotion management are key aspects of learners' behavior that reflect the effectiveness of the classroom environment. Studies suggest that active participation is fostered by a structured and supportive classroom setting, while consistent discipline reduces disruptive behaviors and supports emotional well-being (Nguyen & Smith, 2021; Gomez & Lee, 2023). The integration of values education into classroom management further enhances these outcomes by promoting positive behavior and attitudes among learners (Garcia, 2022).

In addition, the respondent characteristics serve as moderating variables, influencing the relationship between classroom management practices and learner behavior. Factors such as age, sex, position, teaching experience, family income, highest educational qualification, and attitude toward classroom management can affect how teachers implement these practices and how learners respond (Hallinger & Wang, 2021; Nisar et al., 2019). For instance, more experienced teachers or those with higher educational qualifications may be better equipped to manage classrooms effectively, leading to improved learner outcomes. Understanding these moderating factors allows educators to tailor their approaches to meet the diverse needs of their students, ultimately enhancing the overall educational experience.

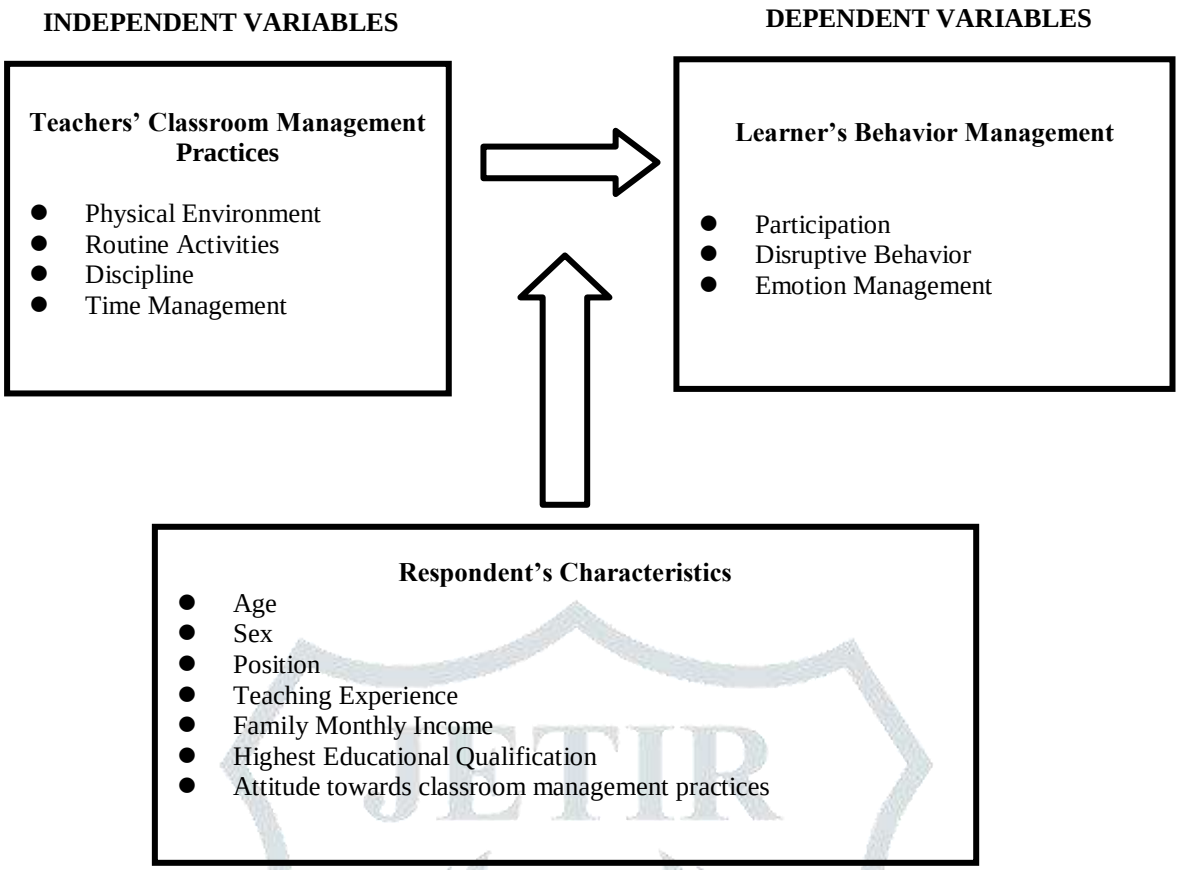

Figure1. Schematic Presentation Showing the Relationship between the Independent Variables and Dependent Variables

1.6 Statement of the Problem

The study aimed to determine the level of teachers' classroom management practices on learners' behavior management in Manolo Fortich District III, Division of Bukidnon SY 2023-2024.

Specifically, this study sought to answer the following questions:

1.What is the respondent's characteristic in terms of age, sex, position, teaching experience, highest educational qualification, family monthly income and attitude towards classroom management?

2.What is the level of teacher's classroom management practices based on physical environment, routine activities, discipline, and time management?

3.What is the level of learners' behavior management in terms of participation, disruptive behavior and emotion management?

4.Is there a significant relationship between teacher's classroom management practices and learners' behavior management?

5.Is there a significant difference in the teachers' classroom management practices when grouped according to their characteristics?

Hypothesis

Problems 1, 2 and 3 were hypotheses-free. On the basis of Problems 4 and 5, the null hypotheses were tested at a 0.05 level of significance.

HO1. There is no significant relationship between teacher's classroom management practices and learners' behavior management.

HO2. There is no significant difference in the teachers' classroom management practices when grouped according to their characteristics.

1.7 Significance of the Study

The study on teachers' classroom management practices and their impact on learners' behavior management underscores the critical role these practices play in shaping positive learner behavior and fostering a conducive learning environment. It highlights the importance of collaboration among all individuals responsible for learners, including teachers, administrators, policymakers, and parents, to enhance support and effectiveness in education. Therefore, effective classroom management is essential for creating a positive school atmosphere that benefits the entire educational community.

For the Department of Education, understanding the impact of these practices is crucial for promoting quality education and developing conducive learning environments. Research findings can inform the development of policies and guidelines that support teachers in fostering positive learning spaces. School administrators tasked with creating a conducive learning environment can use these findings to provide professional development opportunities for teachers and establish supportive school cultures that prioritize effective classroom management and positive learner behavior.

Teachers stand to benefit significantly from understanding the connection between their classroom management practices and learners' behavior management. By refining their techniques based on research, they can improve their teaching experiences and achieve better learner outcomes. Awareness of how their practices influence learner behavior enables teachers to proactively address behavioral issues and create more engaging learning environments.

Positive classroom management directly benefits learners by promoting better behavior, creating a conducive environment for learning, and supporting positive social interactions and collaboration. Additionally, parents who serve as educational role models

for their children can advocate for policies that prioritize effective classroom management. Their understanding of these practices empowers them to support teachers and schools, promoting consistency between home and school and contributing to positive educational outcomes through collaboration.

1.8 Scope and Limitation of the Study

This study examines the classroom management practices employed by teachers and the resulting behavior of learners within the educational setting of the District of Manolo Fortich III, Division of Bukidnon, specifically for the School Year 2023-2024. The study was limited to teachers within Manolo Fortich District III, focusing on how they implement various classroom management practices, including the physical environment, routine activities, discipline, and time management, and how these practices influence learners' behavior management. The study's scope is confined to data collected from one hundred fifty-five(155) respondents, providing insights into the effectiveness of these practices within the specified context. By concentrating on this particular district and school year, the study aims to offer a detailed analysis of the relationship between classroom management and learner behavior in this specific educational environment.

1.9 Definition of Terms

The following terminologies are operationally defined for the purpose of this study:

Age. This refers to the length of time a person has lived since birth, typically measured in years or sometimes months.

Attitude Towards Classroom Management Practices. This refers to an individual's beliefs, perceptions, and feelings about the strategies and techniques used to manage a classroom environment effectively, including approaches to discipline, organization, and instructional delivery.

Classroom Management Practices. This refers to a type of microcosmic culture that contains the strategies, techniques, and approaches employed by teachers to create and maintain an effective and conducive learning environment within the classroom. Discipline. This refers to the practice of guiding, regulating, and controlling behavior, often with the aim of promoting order, respect, and adherence to rules or norms.

Disruptive Behavior. This refers to actions or conduct that interrupts, distracts, or disturbs the normal functioning of a situation, environment, or group.

Emotion Management. This refers to the ability to recognize, understand, and regulate one's own emotions effectively, particularly in response to various situations and challenges encountered in the classroom setting.

Family Monthly Income. This refers to the total amount of money earned by all members of a household in a given month, typically including income from employment, investments, and other sources.

Highest Educational Qualification. This refers to the highest level of academic achievement attained by an individual, such as a high school diploma, bachelor's degree, master's degree, or doctorate.

Learner's Behavior Management. This refers to the teachers' management on the different behaviors of the learners. Teachers must be ready to deal with them with utmost care and consideration. This includes practices like rules are explained to the learner, the learner's attention is called when he/she misbehaves and learners are praised for their good behavior.

Participation. This refers to the active involvement and engagement of learners in classroom activities, discussions, and learning tasks.

Routine Activities. This refers to the daily classroom activities of the teachers. It is the execution of activities that is mostly time-paced and is attuned to lessons, objectives and contributes to a good classroom management. This includes practices like test papers are passed systematically, materials are organized beforehand and use of chalkboards from left to right.

Physical Environment. This refers to the totality of the outside elements or the physical makeup that influences the learner. This includes practices like learners being seated to allow them to see instructional presentations. Clearly, chairs, tables and other furniture are positioned well, and the classroom is neat and clean.

Position. This refers to the job or role that an individual occupies within an organization or hierarchy.

Sex. This refers to the biological characteristics that define individuals as male or female, typically based on reproductive anatomy and physiology.

Teaching Experience. This refers to the duration of time an individual has spent working as an educator, including both formal teaching positions and relevant professional experience.

Time Management. This refers to the maximum and optimum use of precious time to be able to adequately present classroom tasks and to adequately sequence and pace sub-tasks to meet the learner's learning needs. This includes practices like seatwork activities are monitored and classes start, end on time and papers are checked after classes.

II. *METHODOLOGY*

This section deals with the methods and procedures that is used in the present study. It discusses the research design, the research locale, the respondents, research instrument, sampling design and procedure, validity of research instrument, data gathering procedure and statistical treatment of data.

2.1 Research Design

The study used a descriptive correlation method. It offers a systematic way to explore how teachers' classroom management practices relate to learners' behavior management. This method involves examining the characteristics of teachers and learners, including demographic factors and attitudes towards classroom management, to gain a deeper understanding of the context in which these practices operate. Additionally, by investigating classroom management strategies and learners' behavior, the study provides a thorough examination of the factors involved in shaping classroom dynamics.

A quantitative analysis was used to measure the association between classroom management practices and learners' behavior management. Gathering numerical data on teachers' strategies and learners' conduct allows for statistical techniques like correlation analysis to gauge the extent and direction of this relationship. This methodical approach facilitates a systematic examination of how changes in classroom management practices may influence learners' behavior management.

Overall, the descriptive correlation method, combined with quantitative analysis, offers a rigorous framework for examining the interaction between teachers' classroom management practices and learners' behavior management. By explaining and interpreting these relationships, the study aimed to provide valuable insights that can inform the development of effective teaching strategies and enhance the learning experience for learners.

2.2 Study Setting

The study was conducted in the schools covered within the District of Manolo Fortich, District III, Division of Bukidnon. Manolo Fortich, situated in the province of Bukidnon, Philippines, boasts not only of its scenic landscapes but also of its vibrant community and rich cultural heritage. As a first-class municipality, it exudes a blend of rural charm and urban amenities, providing its residents with a high quality of life.

With a population of 113,200 people as of the 2020 census, Manolo Fortich is a thriving center of activity and diversity. Its total land area of 506.64 square kilometers encompasses lush greenery, rolling hills, and fertile agricultural lands, making it an ideal setting for various agricultural activities. The municipality's strategic location, just a 40-minute drive from the bustling commercial center of Cagayan de Oro City, offers residents easy access to urban amenities while still enjoying the tranquility of rural living. Surrounded by natural beauty, including the rugged ranges of Mount Kitanglad to the south, Manolo Fortich provides a serene and picturesque backdrop for its residents.

The climate in Manolo Fortich is conducive to agriculture, with a moderate dry season and an average rainfall of about 2,000 millimeters. This favorable climate, combined with the relatively cool and humid temperatures, creates an ideal environment for the cultivation of various crops, including high-value vegetables, cut flowers, and ornamentals. Manolo Fortich District III, comprising several elementary schools, plays a vital role in the education of its youth. With a total of 151 dedicated teachers and serving 478 Grade 6 learners, the district is committed to providing quality education and nurturing the academic growth and development of its learners.

It is not only renowned for its natural beauty and agricultural abundance but also for its vibrant tourism industry. As a first-class municipality, it offers visitors a plethora of attractions and activities to explore, making it a popular destination for travelers seeking adventure and relaxation. One of the most well-known tourist destinations in Manolo Fortich is the Dahilayan Adventure Park, a premier eco-adventure park nestled at the foot of Mount Kitanglad. This sprawling park offers a wide range of thrilling activities, including Asia's longest dual zipline, a zipline adventure park, rope courses, ATV rides, and horseback riding, providing visitors with an adrenaline-pumping experience amidst breathtaking mountain views. Aside from Dahilayan Adventure Park, Manolo Fortich boasts several other tourist destinations that showcase the municipality's natural beauty and cultural heritage. Visitors can explore the lush greenery and scenic landscapes of Dahilayan Forest Park, which features lush pine forests, picturesque picnic grounds, and hiking trails perfect for nature enthusiasts.

For those interested in cultural immersion, the municipality offers opportunities to visit local farms and plantations, where visitors can learn about traditional farming practices and sample fresh produce straight from the source. Additionally, Manolo Fortich is home to vibrant markets and festivals that celebrate the local culture and traditions, providing visitors with a glimpse into the rich tapestry of Bukidnon's heritage.

With its diverse array of attractions and activities, Manolo Fortich offers something for everyone, whether it's adventure-seeking thrill-seekers, nature enthusiasts, or those simply looking to unwind and immerse themselves in the beauty of the countryside. Its strategic location, just a short drive from Cagayan de Oro City, makes it an accessible and enticing destination for travelers exploring the wonders of Bukidnon, Philippines.

Finally, Manolo Fortich embodies the essence of rural living infused with modern conveniences, making it a desirable destination for both residents and visitors alike. Its thriving community, stunning landscapes, and commitment to education contribute to its charm and appeal as a premier municipality in Bukidnon, Philippines.

2.3 Research Respondents

The respondents of the study were the one hundred fifty-five (155) public elementary school teachers currently teaching in the schools within the District of Manolo Fortich III, Division of Bukidnon, using universal sampling. These were teachers handling Kindergarten to Grade 6 in the schools where this study was conducted. They have the same characteristics in terms of demographic profile, such as age, position, teaching experience and educational qualification. The table below shows the distribution of respondents by school.

2.4 Sampling Technique

The researcher utilized a universal sampling technique, which involved all teachers in the population of the aforesaid division. The schools involved are the ten (10) elementary schools mentioned in Table A, which are all found in Manolo Fortich District III, Division of Bukidnon. These were schools chosen for the convenience of the researcher.

2.5 Research Instrument

The research instrument used in gathering the necessary data in a questionnaire composed of three parts.

Part I dealt with the respondents' characteristics such as age, sex, position, teaching experience, family monthly income, and highest educational qualification. The instrument on attitude towards classroom management is a researcher made.

Part II of the questionnaire on the classroom management practices namely physical environment, routine activities, discipline, and time management. This is adapted and modified from Serena Pariser, S. and DeRoche, E. F. (2020).

Part III of the questionnaire on learner's behavior management such as disruptive behavior, academic performance, and emotion management are adapted and modified from the American Psychological Association's Social Emotional Learning (SEL, 2020) as well as of Marzano et. al. (2019) principles of teaching. It has ten (10) indicators for each variable with the options: At all times, Most of the time, Sometimes and Never.

2.6 Validity and Reliability of Instrument

Ensuring the validity and reliability of the questionnaire is pivotal in research to uphold data accuracy and integrity. In this study, the questionnaire was administered to thirty (30) teachers in Manolo Fortich District II on April 30, 2024, outside of the study areas. These teachers share similar characteristics with the initial respondents but did not participate in the actual study. This step aimed to validate and refine the instrument before the final investigation. The study's instruments underwent rigorous validation to ensure their reliability and accuracy in measuring classroom management practices and their impact on learners' behavior. Questionnaires were reviewed to ensure comprehensive coverage of relevant aspects, and pilot testing with teachers

from the target group identified and addressed any issues with clarity and relevance. The result of the administration of questionnaire showed reliability as it is confirmed by the respondents based on their positive responses.

The researcher used Cronbach's Alpha to gauge the degree of group cohesion among a collection of items. Because of this, the Cronbach's alpha for the ten (10) item variables (used of attitude towards classroom management practices, classroom management practices level - physical environment, routine activities and discipline, time management and learner's behavior management - participation, disruptive behavior and emotion management) were 0.91, 0.89, 0.91, 0.96, 0.96, 0.97, 0.89 and 0.87, respectively. This indicates the validity of the researchers' questionnaires.

High Cronbach's alpha values (0.87 to 0.97) confirmed strong internal consistency among items within each variable, while statistical analysis validated their logical grouping and representation of intended constructs. This thorough validation process ensured that the instruments were robust and suitable for assessing the study's objectives effectively.

2.7 Categorization of Variable and System of Scoring

The following categories and system of scoring were created to facilitate the interpretation and analysis of the data that were gathered.

Part I. Respondents Characteristics

Age

60 years old & above
51-60 years old
41-50 years old
31-40 years old
21-30 years old

Sex

Male
Female

Position

Master Teacher II
Master Teacher I
Teacher III
Teacher II
Teacher I

Teaching Experience

36 years & above
31-35 years
26-30 years
21-25 years
20 years below

Highest Educational Qualification

Doctorate Degree
Doctorate units earned only
Master's Degree Graduate
Master's units earned only
Bachelor's Degree

Monthly Family Income

₱ 40,000 & above
₱ 36,000 - ₱ 39,999
₱ 31,000 - ₱ 35,999
₱ 26,000 - ₱ 30,999
₱ 21,000 - ₱ 25,999

Attitude Towards Classroom Management Practices

Score	Description	Interpretation
4.00	Strongly Agree	Very Positive
3.00	Agree	Positive
2.00	Disagree	Negative
1.00	Strong Disagree	Very Negative

Part II. Classroom Management Practices and Learners Behavior Management

Score	Description	Interpretation
4.00	At All Times	Very High
3.00	Most of the Time	High
2.00	Sometimes	Low
1.00	Never	Very Low

2.8 Data Gathering Procedure

The researcher obtained approval from the Dean of Graduate Studies of PHINMA Cagayan de Oro College, which was forwarded to the Division Superintendent of the Division of Bukidnon to conduct the study. Subsequently, she personally requested permission from the District Supervisor and then from the School Principal to gather data at the school for administering her questionnaire. To ensure unbiased data, the names of the teachers were requested, but on optional basis and the responses were kept confidential. After collecting the questionnaires, the data underwent analysis, and the results were treated with confidentiality

Statistical Treatment of Data

The study examined classroom management practices in relation to teacher and learner behavior. Categorical data was analyzed using frequency counts, while age, teaching experience, family income, and attitudes toward classroom management were summarized with means and standard deviations. Teacher classroom management practices and learner behaviors, such as participation, disruptive behavior, and emotion management, were also assessed using these statistics. The relationship between teachers' practices and learners' behavior was determined using Pearson's Correlation Coefficient, and differences based on teacher characteristics were explored using t-tests. These analyses provided insights into the dynamics of classroom management and its impact on teacher-learner interactions.

Ethical Considerations

In researching teacher's classroom management practices on learner's behavior management, ethical considerations regarding participating teachers are paramount. Initially, securing informed consent from teachers is essential, ensuring their understanding of the study's purpose, procedures, and potential risks or benefits before agreeing to participate. Maintaining confidentiality is crucial to protect teachers' privacy, with stringent measures to anonymize and securely store collected data.

Additionally, respect for teachers entails treating them with dignity, acknowledging their rights, and ensuring all interactions are professional and ethical. Moreover, researchers must minimize harm by refraining from intrusive questioning or coercion prioritizing teachers' well-being throughout the study. Ultimately, the research should benefit teachers by enhancing classroom practices and learners' behavior. By upholding these ethical standards, researchers can conduct a study that respects teachers' rights and well-being while advancing knowledge in education.

Thus, this study underwent an ethical review and earned clearance before the conduct from the graduate school office.

III. *RESULTS AND DISCUSSIONS*

This section presents a comprehensive analysis of the empirical findings, aiming to explain and clarify the effectiveness and implications of various classroom management approaches employed by teachers. The results revealed a nuanced relationship between teacher behaviors and learner responses, highlighting both successful methodologies and areas needing improvement. By examining the correlation between specific management techniques and behavioral outcomes, this study provides valuable insights into optimizing classroom environments for enhanced learning experiences. Additionally, the discussion synthesizes these findings within the broader context of educational psychology and pedagogical theory, offering actionable recommendations for educators and stakeholders.

3.1 Results

Problem 1. What is the respondents' characteristics in terms of age, sex, position, teaching experience, highest educational qualification, family monthly income and attitude towards classroom management?

Table 1
Distribution of Respondents' Characteristics

Variables	Category	Frequency	Percentage
Age	60 years old & above	8	5.16
	51-60 years old	15	9.68
	41-50 years old	35	22.58
	31-40 years old	59	38.06
	21-30 years	38	24.52
	Total	155	100.00
Sex	Male	23	14.84
	Female	132	85.16
	Total	155	100.00
Position	Master Teacher II	9	5.81
	Master Teacher I	11	7.09
	Teacher III	28	18.06
	Teacher II	40	25.81
	Teacher I	67	43.23
	Total	155	100.00
Teaching Experience	36 years and above	8	5.16
	31 to 35 years	13	8.39
	26 to 30 years	10	6.45
	21 to 25 years	25	16.13
	20 years below	99	63.87
	Total	155	100.00
Highest Educational Qualification	Doctorate Degree	6	3.87
	With Doctorate units	20	12.90
	Master's Degree Graduate	25	16.13
	With Master's units	43	27.74
	Bachelor's Degree	61	39.35
	Total	155	100.00
Family Monthly Income	40,000 and above	15	9.68
	36,000-39,999	19	12.26
	31,000-35,999	45	29.03
	26,000-30,999	76	49.03
	Total	155	100.00

Table 1 presents the distribution of respondents' characteristics in terms of age. The data revealed that 59 respondents (38.06%) belonged to the 31 to 40 years old category, the highest frequency observed. This implies that this age group constitutes the largest segment of the teacher population in the surveyed sample, suggesting insights about workforce dynamics and career stages within the teaching profession. The prevalence of this age group indicates a balanced blend of energy, experience, and innovation, as teachers in their 30s and 40s often bring practical experience and updated pedagogical skills, positively contributing to educational outcomes and school environments. The prominence of the 31 to 40 age group also highlights potential future planning needs for school administrations and policymakers, such as career development programs, leadership training, and professional growth opportunities tailored to this demographic to ensure continued engagement and advancement.

According to Martinez and Herrera (2021), teachers aged 31 to 40 are often at a pivotal stage in their careers, actively pursuing advanced qualifications and leadership roles within their schools. This period is marked by a strong commitment to further education and continuous improvement, significantly enhancing their teaching effectiveness and learners' outcomes. Martinez and Herrera emphasized that this age group is highly motivated to engage in professional development opportunities, driven by a desire to refine their teaching practices, stay current with educational trends, and meet the evolving needs of their learners. By participating in workshops, pursuing additional certifications, and enrolling in advanced degree programs, these teachers are able to enhance their pedagogical skills and expand their knowledge base.

On the other hand, the data revealed that only 8 respondents (5.16%) were 60 years old and above, representing the lowest frequency. This suggests that the segment of teachers aged 60 and above is significantly smaller compared to other age groups within the surveyed sample, potentially indicating trends such as early retirement or a lack of retention among older teachers. Factors such as retirement benefits, health considerations, or a desire to pursue other interests might contribute to this trend. The low representation of teachers in this age group could reflect the physical and emotional demands of the teaching profession, possibly leading to earlier retirement compared to other fields. Additionally, it may highlight a need for support systems for older teachers, including professional development opportunities, workplace accommodations, and health benefits.

According to Green and Walker (2020), teachers aged 60 and above often possess a profound understanding of the educational system, having witnessed and adapted to numerous changes throughout their long careers. This extensive experience equips them with a unique perspective that is invaluable in the educational environment. Over the years, these teachers have seen the evolution of curricula, teaching methodologies, and educational policies, allowing them to provide a comprehensive historical context that can enrich current educational practices.

In terms of sex, the data revealed that 132 respondents (85.16%) belonged to the female category, representing the highest frequency. This implies that the teaching profession within the surveyed sample is predominantly female. The dominance of women in the teaching profession is shaped by a combination of historical trends and practical considerations that make teaching particularly appealing to women. Historically, societal norms have favored women in caregiving roles, aligning with cultural expectations that position teaching as a natural extension of these responsibilities. This longstanding tradition, coupled with the profession's stability, work-life balance, and opportunities for creativity and professional growth, has contributed to a higher proportion of female educators compared to their male counterparts.

Additionally, teaching offers women a stable career path with predictable hours and benefits, supporting work-life balance and accommodating caregiving responsibilities. The profession also provides opportunities for professional growth, creativity in lesson planning, and the satisfaction of positively impacting learners' lives and communities. Increased educational opportunities for women and supportive policies promoting gender equality have expanded the pool of qualified female candidates entering and remaining in teaching roles. These factors collectively reinforce the predominance of female teachers in classrooms worldwide, reflecting both historical continuity and contemporary practical considerations that shape career choices in education. According to Johnson et al. (2021), the predominance of female teachers varies significantly across different levels of education, with a particularly high representation observed in elementary and early childhood education settings.

On the other hand, the data revealed that 23 respondents (14.84%) were male, representing the lowest frequency. This implies a significant gender disparity within the teaching profession in the surveyed sample. The lower representation of males in teaching stems from societal norms that associate caregiving roles with women, influencing career choices. Additionally, teaching's perceived lower pay compared to fields like the police and military forces, the Bureau of Fire Protection (BFP), and the Bureau of Jail Management and Penology (BJMP) deters men, who often seek higher salaries and prestige. Many male graduates opt for careers abroad, where economic prospects are better, and most men choose male-dominated professions and blue-collar jobs perceived to offer more financial stability and social status.

The lower representation of male teachers could indicate potential challenges or barriers that deter men from entering or remaining in the teaching profession. This disparity may reflect broader societal perceptions and stereotypes about teaching as a profession traditionally dominated by women. The lack of male role models in teaching and systemic factors within educational institutions create a less inclusive environment for male educators, contributing to gender disparity and ongoing challenges in achieving diversity in education. According to Smith and Brown (2020), male teachers play a crucial role as role models, particularly for boys who may lack male representation in their lives. Their presence in the classroom offers diverse perspectives and teaching styles, complementing the educational experiences provided by their female colleagues and contributing to a more comprehensive and balanced learning environment that caters to the varied needs and learning styles of learners across genders.

In terms of position, the data revealed that 67 (43.23%) belonged to the teacher I category, which obtained the highest frequency. It implies that a significant portion of the teaching workforce in the surveyed sample is comprised of teachers in the entry-level or initial stage of their teaching careers. The Teacher I position typically represents the starting point for teachers within many educational systems, indicating that many respondents are relatively new to the profession. It suggests that there may be a substantial number of teachers who are in the early stages of their professional development and career progression. This could imply a need for robust support systems, mentorship programs, and professional development opportunities tailored to new teachers to help them transition effectively into their roles and build foundational teaching skills.

As observed, the predominance of teachers in the Teacher I category could influence the dynamics within schools, including collaboration and innovation. New teachers often bring enthusiasm, new ideas, and current pedagogical knowledge, which can contribute positively to the educational environment and stimulate professional growth among colleagues.

According to Martinez and Rivera (2021), teachers in the Teacher I position are typically at the beginning stages of their careers, often within the first few years of entering the teaching profession. This period is particularly critical as it serves as a foundational phase where these educators develop essential skills and techniques necessary for effective teaching. During this time, teachers work on establishing robust classroom management strategies, which are vital for creating a conducive learning environment and maintaining learner engagement and discipline.

On the other hand, the data revealed that 9 (5.81%) belonged to Master Teacher II category, which obtained the lowest frequency. It implies that there are relatively few teachers who have reached the highest levels of career advancement within the surveyed sample. The Master Teacher II position typically represents a senior role that requires significant experience, advanced skills, and a demonstrated record of excellence in teaching. It suggests that the teaching workforce may have a limited number of highly experienced and advanced educators who can serve as mentors and role models for less experienced teachers. This could impact the availability of guidance and support for professional development within the school system.

As observed, the scarcity of Master Teacher II positions could influence the overall educational environment by limiting the distribution of leadership responsibilities and expertise. Senior teachers often play crucial roles in curriculum development, instructional leadership, and the implementation of innovative teaching practices, and their limited presence could affect these areas.

According to Robinson and Lee (2021), teachers in the Master Teacher II position typically possess extensive teaching experience and have demonstrated exceptional instructional capabilities over their careers. These educators are recognized not only for their advanced knowledge and expertise in pedagogy but also for their commitment to continuous professional development and their readiness to take on leadership responsibilities within their schools.

In terms of teaching experience, the data revealed that 99 respondents (63.87%) fell into the category of 20 years or less, representing the highest frequency. This implies that the majority of the teaching workforce in the surveyed sample consists of relatively less experienced teachers. The high proportion of teachers with 20 years or less of experience suggests a younger or mid-career demographic within the teaching staff. Several factors contribute to this trend, including high turnover rates in the teaching profession, where younger educators often dominate the workforce. Additionally, retirement policies and career trajectories may encourage teachers to retire or transition to other professions after reaching significant milestones, such as 20 years of service.

This prevalence of teachers with 20 years or less of experience highlights the need for professional development programs tailored to early and mid-career teachers. These programs can enhance their teaching skills, classroom management techniques, and overall pedagogical strategies, supporting their career growth and retention. The predominance of less experienced teachers

could influence the culture and climate of schools, as they are likely to be more open to new teaching methods, technological integration, and innovative practices, contributing to a dynamic and forward-thinking educational environment. According to Green and Thompson (2021), teachers with 20 years or fewer of teaching experience represent a diverse and dynamic group within the education sector, encompassing both early-career and mid-career educators. The professional development needs of these teachers vary significantly, with early-career teachers requiring mentorship and support, while mid-career teachers often seek opportunities for leadership and specialization.

On the other hand, the data revealed that only 8 respondents (5.16%) had 36 years or more of teaching experience, representing the lowest frequency. This suggests a relatively small proportion of teachers with extensive teaching experience within the surveyed sample. The low frequency in the 36 years and above category points to a potential shortage of highly experienced educators who have honed their teaching skills over several decades. This scarcity may be due to factors such as retirement, career transitions, or attrition rates, which contribute to the smaller representation of veteran teachers. The limited number of highly experienced teachers could impact the continuity and stability within educational institutions, as these educators often possess deep-rooted connections with the school community and extensive pedagogical knowledge.

According to Li and Zhang (2019), teachers with 36 years or more of teaching experience bring diverse perspectives and invaluable contributions to the education sector. These veteran educators typically exhibit deep pedagogical knowledge, extensive classroom management skills, and a profound understanding of educational policies and reforms accumulated over decades of teaching. They often serve as mentors and leaders within their schools, offering guidance and support to younger colleagues. Additionally, their long-term engagement in teaching enables them to adapt to significant changes in educational practices and technologies, enriching the learning environment with historical insights and adaptive strategies.

In terms of highest educational qualification, the data revealed that 61 respondents (39.35%) held a Bachelor's Degree, representing the highest frequency. This implies that a significant portion of the teaching workforce in the surveyed sample has completed undergraduate studies, which is typically the minimum requirement for entering the teaching profession in many educational systems. This suggests that the educational institutions surveyed may primarily hire teachers who meet these minimum qualification standards, potentially influencing the academic rigor and depth of knowledge imparted to learners. However, it also indicates potential for diversifying the qualifications within the teaching workforce to introduce specialized expertise and advanced teaching methodologies. The prevalence of Bachelor's Degree holders could impact professional development opportunities and career progression, prompting institutions to consider offering pathways for higher education, such as tuition reimbursement programs or partnerships with universities for continuing education.

According to a study by Smith and Jones (2020), teachers with a Bachelor's Degree as their highest educational qualification bring a diverse range of experiences and perspectives to the teaching profession. These educators typically possess foundational knowledge in their subject areas but may vary in their pedagogical approaches and classroom management skills. They often demonstrate a strong commitment to continuous professional development to enhance their teaching practices. The study highlights that while some teachers with Bachelor's Degrees pursue additional certifications or specialized training, others rely on their inherent teaching abilities and practical experience to effectively engage learners and contribute to educational outcomes.

On the other hand, the data revealed that only 8 respondents (3.87%) held a Doctorate Degree, representing the lowest frequency. This implies that there is a relatively small proportion of teachers who have achieved the highest level of academic qualification in their field. The low representation of doctoral-level educators suggests potential challenges or barriers that deter teachers from pursuing or completing doctoral studies, such as time constraints, financial considerations, or competing professional responsibilities. Addressing these barriers could help diversify the educational qualifications within the teaching workforce, enriching the depth of expertise available in schools.

The scarcity of teachers with Doctorate Degrees could impact the depth of expertise within schools, particularly in specialized subject areas or advanced academic programs. Doctoral-level educators often play pivotal roles in curriculum development, academic leadership, and mentoring, which are crucial for institutional excellence and learner achievement. According to Wang and Li (2021), teachers holding a Doctorate Degree typically possess advanced knowledge in their specialized fields, coupled with strong research skills and a deep understanding of theoretical frameworks in education. These educators significantly contribute to educational policy development, curriculum design, and academic research, and are often involved in mentoring other educators and guiding research initiatives, thus influencing both teaching practices and scholarly discourse in the field.

In terms of family monthly income, the data revealed that 76 respondents (49.03%) fell within the ₱26,000 to ₱30,999 category, representing the highest frequency. This suggests that a significant portion of the teaching workforce in the surveyed sample falls within a moderate income bracket. The prevalence of this income range indicates that many teachers may have relatively stable but modest household incomes, reflecting typical earnings within the teaching profession considering factors such as educational qualifications, years of experience, and regional economic conditions. The distribution of family monthly income can also impact teachers' morale and motivation, as adequate compensation and recognition are essential for maintaining a motivated and dedicated workforce.

According to recent findings by Garcia and Martinez (2020), teachers in this income bracket often navigate a balance between financial stability and professional satisfaction. They may have access to resources that enhance their teaching practices, such as additional professional development opportunities or instructional materials. However, they may also face challenges related to workload and job satisfaction, influenced by economic factors and personal financial responsibilities. Understanding these dynamics is crucial for designing supportive policies and initiatives that address the needs of teachers across different income levels.

On the other hand, the data revealed that 15 respondents (9.68%) belonged to the ₱40,000 and above category, representing the lowest frequency. This indicates that a relatively small proportion of teachers within the surveyed sample belong to higher income brackets. The low frequency in this category suggests that fewer teachers enjoy higher levels of financial compensation compared to their peers, potentially indicating disparities in income distribution within the teaching profession. Such disparities may have implications for teacher retention and job satisfaction among those in higher income brackets.

However, factors such as competitive salaries, benefits packages, and opportunities for career advancement could influence teachers' decisions to remain in the profession or explore other career options with potentially higher financial rewards. The distribution of family monthly income could also influence teachers' overall well-being and quality of life, as those in higher

income brackets may experience more financial stability, positively impacting their job performance, morale, and ability to invest in their professional and personal development.

According to Johnson and Smith (2021), teachers in higher income brackets often have access to greater financial resources, which can significantly impact their teaching practices and professional development opportunities. They may be more likely to pursue advanced degrees, attend conferences, or participate in specialized training that enhances their skills and knowledge base. Additionally, these educators might experience lower levels of financial stress compared to their counterparts in lower income brackets, potentially leading to higher job satisfaction and retention rates. Understanding these dynamics is essential for educational policymakers and administrators in creating equitable and supportive environments for teachers across varying socioeconomic backgrounds.

Table 2
Distribution of Respondents
Attitude towards Classroom Management Practices

Indicators As a teacher…	Mean	SD	Description
I believe in the importance of establishing clear expectations and rules for learner behavior.	3.00	0.71	Agree
I perceive the effectiveness of various disciplinary approaches, such as positive reinforcement or consequences.	3.19	0.77	Agree
I feel confident in my ability to maintain order and control in the classroom.	2.98	0.65	Agree
I value creating a positive and supportive learning environment for my learners.	3.46	0.91	Strongly Agree
I recognize the importance of consistent and fair enforcement of classroom rules.	3.16	0.79	Agree
I am prepared to handle disruptive behavior and conflicts among my learners.	3.01	0.70	Agree
I understand the significance of building positive relationships with my learners to foster a conducive learning atmosphere.	3.24	0.83	Agree
I acknowledge the role of instructional delivery methods in maintaining learner engagement and attention.	3.19	0.82	Agree
I am flexible and adaptable in adjusting management strategies to meet the needs of diverse learners.	3.90	0.94	Strongly Agree
I take a proactive approach to classroom management, focusing on prevention rather than reaction to misbehavior.	3.09	0.89	Agree
Overall	3.22	0.80	Agree

Legend: 3.26-4.00 Strongly Agree/ Very Positive 1.76-2.50 Disagree/Negative
2.51-3.25 Agree/Positive 1.00-1.75 Strongly Disagree/ Very Negative

Table 2 determines the distribution of respondents' attitudes towards classroom management practices with an overall mean of 3.22 (SD = 0.80), described as Agree and interpreted as Positive. This means that the majority of teachers hold a generally positive attitude towards classroom management practices. This suggests that teachers recognize the importance and effectiveness of these practices in maintaining a conducive learning environment, indicating a consensus on best practices for classroom management. The relatively high mean score reflects a shared understanding and agreement among teachers on methods and techniques that work well in managing learner behavior and promoting a positive classroom atmosphere.

The positive attitude towards classroom management practices may also indicate the effectiveness of professional development programs and training sessions provided to teachers. Schools and educational institutions that prioritize training in classroom management are likely to observe more positive attitudes among their teaching staff, enhancing their confidence and competence in handling classroom dynamics. According to Brown and Green (2020), teachers' attitudes towards classroom management practices vary significantly and are influenced by factors such as teaching experience, educational background, and school environment. Early-career teachers often emphasize clear rules and consistency, while more experienced teachers may adopt a flexible approach, using a wider range of strategies to address diverse learner needs.

In line with this, the indicator As a teacher, I am flexible and adaptable in adjusting management strategies to meet the needs of diverse learners, received the highest mean of 3.90 (SD = 0.94), described as Strongly Agree and interpreted as Very Positive. This means that a significant majority of teachers feel confident in their ability to adjust classroom management strategies to accommodate the diverse needs of their learners. The high mean score indicates that teachers recognize the importance of flexibility and adaptability in managing classrooms, especially when dealing with various learning styles, abilities, and backgrounds. This suggests a commitment to creating inclusive and supportive learning environments that cater to all learners, reflecting a proactive attitude towards embracing diversity and ensuring every learner's success.

The very positive attitude towards flexibility and adaptability in classroom management may also reflect a broader cultural shift within the educational environment towards inclusivity and responsiveness. Teachers who are flexible and adaptable are more likely to employ innovative, learner-centered approaches, fostering an environment where all learners feel valued and supported. According to Martinez and Lopez (2020), teachers' self-reported flexibility and adaptability in adjusting management strategies to meet diverse learners' needs is a critical component of effective teaching. This adaptability is often linked to a teacher's professional development, experience, and personal teaching philosophy.

On the other hand, the indicator As a teacher, I feel confident in my ability to maintain order and control in the classroom received the lowest mean of 2.98 (SD = 0.65), described as Agree and interpreted as Positive. This means that while teachers generally agree they feel confident in maintaining order and control in the classroom, this confidence is not as strong as their attitudes towards other aspects of classroom management. Maintaining order appears to be particularly challenging for teachers, potentially more so than other classroom responsibilities. Factors such as disruptive learner behavior, diverse classroom dynamics, high learner-teacher ratios, lack of training, insufficient support, stress, burnout, and cultural differences may contribute to this lower confidence.

Although teachers may feel somewhat confident, their confidence in managing order is notably weaker relative to other classroom management tasks. The mean score indicates that teachers face uncertainties or challenges in maintaining discipline and order in the classroom, revealing room for improvement. This highlights the need for better tools, training, and support to enhance teachers' confidence in maintaining order and control. Professional development focused specifically on classroom management techniques, behavior intervention strategies, and conflict resolution could be beneficial. According to Johnson and White (2021), teachers' confidence in maintaining order and control is significantly influenced by their training, experience, and support systems. Teachers who have undergone comprehensive classroom management training often feel more equipped to handle disciplinary issues and maintain a conducive learning environment.

Teachers with strong personalities also excel in diverse classrooms, especially in the Philippines, where new teachers often work in remote, culturally diverse areas. Adapting to different norms and using culturally responsive methods enhances their confidence, teaching competence, and professional identity, leading to more effective practices (Cruz, 2019; Reyes, 2020; Santos, 2021; Gonzales, 2022).

Problem 2. What is the level of teacher's classroom management practices based on physical environment, routine activities, discipline, and time management?

Table 7
Summary of Teacher's Classroom Management Practices

Variables	Mean	SD	Interpretation
Physical Environment	3.15	0.86	High
Routine Activities	3.16	0.85	High
Discipline	3.17	0.83	High
Time Management	3.25	0.88	High
Overall	3.18	0.86	High

Legend: 3.26-4.00 At all Times / Very High 1.76-2.50 Sometimes/Low
2.51-3.25 Most of the Time/High 1.00-1.75 Never/ Very Low

Table 7 shows the summary of teachers' classroom management practices, with an overall mean of 3.18 (SD = 0.86), interpreted as High. This means that on average, teachers demonstrate effective classroom management practices that contribute positively to the learning environment. The mean score indicates that teachers generally employ strategies that promote order, engagement, and a conducive atmosphere for learning, although there may be variations in the specific methods and techniques used. These variations could be influenced by differences in teaching styles, subject areas, grade levels, learner demographics, or institutional support for professional development in classroom management.

Moreover, the standard deviation of 0.86 indicates moderate variability in responses, suggesting that while many teachers exhibit strong classroom management practices, there are differences in the consistency and effectiveness of implementation across classrooms and contexts. These variations highlight opportunities for sharing best practices and providing targeted support to enhance classroom management skills among educators. According to Smith and Johnson (2022), the implementation of classroom management practices is influenced by factors such as teacher experience, learner demographics, and the cultural context of the school, with experienced teachers often refining their strategies over time.

In line with this, the variable time management received the highest mean of 3.25 (SD = 0.88), interpreted as High. This means that teachers prioritize and effectively manage instructional time in their classrooms. The high mean score suggests that time management is a key focus area for teachers, reflecting their commitment to maximizing learning opportunities within the allocated class periods. Teachers appear proficient in employing strategies and techniques that contribute to effective time management, such as lesson planning, pacing of activities, and transitions between tasks. The high mean score underscores the importance of continuous professional development in refining time management skills, including training on effective planning strategies and the use of technology for time efficiency.

According to Brown and Martinez (2021), effective classroom management practices, especially those focused on time management, are crucial for optimizing instructional time and enhancing learner engagement. Their study emphasizes the importance of using visual aids, timers, and technology tools to help learners stay on track and manage their time effectively during lessons, contributing to a more focused and productive learning environment.

On the other hand, the variable physical environment received the lowest mean of 3.15 (SD = 0.86), also interpreted as High. This means that while teachers generally maintain a satisfactory physical environment in their classrooms, there may be room for improvement or variability in how physical spaces are utilized and managed. The mean score indicates that while the physical environment is generally adequate, it may not consistently meet optimal standards across all classrooms.

This lower mean score highlights the potential for schools and educators to prioritize enhancements to the physical environment as a means to improve overall teaching and learning experiences. This could involve investing in classroom aesthetics and functionality, providing professional development on classroom design principles, and fostering a collaborative approach to optimizing physical spaces to better support instructional goals and learner engagement. According to Smith and Johnson (2021), the physical environment of classrooms is crucial for shaping the learning atmosphere and influencing learner academic performance and well-being. By attending to these factors, educators can create a supportive and effective learning environment that promotes engagement, collaboration, and academic success.

Problem 3. What is the level of learners' behavior in terms of participation, disruptive behavior and emotion management?

Table 11
Summary of Learners' Behavior Management

Variables	Mean	SD	Interpretation
Participation	3.21	0.88	High
Disruptive Behavior	3.33	0.86	Very High
Emotional Management	3.25	0.86	High
Overall	3.26	0.87	Very High

Legend: 3.26-4.00 At all Times / Very High 1.76-2.50 Sometimes/Low
2.51-3.25 Most of the Time/High 1.00-1.75 Never/ Very Low

Table 11 shows the summary of learners' behavior management, with an overall mean of 3.26 (SD = 0.89) interpreted as Very High. This means that teachers prioritize the effective management of learners' behavior as a crucial aspect of their classroom role. This indicates that teachers consistently employ strategies and interventions to foster positive behavior, contributing to a conducive learning environment. This emphasis on behavior management reflects a commitment to promoting a respectful and disciplined atmosphere where learners can thrive both academically and socially.

The very high interpretation reflects teachers' strong belief in their ability to effectively manage and support learners' behavior. Teachers likely view behavior management as essential for creating an environment where all learners can achieve their potential. This perception underscores their commitment to continuously improving classroom management practices and learner support strategies. According to Jones and Smith (2020), effective behavior management is paramount in fostering a positive and productive learning environment, as the strategies educators use to oversee and intervene in learner behavior play a crucial role in shaping classroom dynamics and influencing academic outcomes.

In line with this, the variable disruptive behavior received the highest mean of 3.33 (SD = 0.86), interpreted as Very High. This means that teachers frequently encounter and actively manage disruptive behaviors as a significant aspect of classroom dynamics. It indicates that disruptive behavior is prevalent among learners, requiring consistent attention and intervention from teachers to maintain a conducive learning environment. Teachers' recognition of disruptive behavior as a significant challenge motivates them to implement effective strategies to maintain order and promote a positive classroom atmosphere.

Teachers likely see disruptive behavior as a barrier to both learning and learner well-being, underscoring their commitment to fostering a supportive and respectful environment where all learners can succeed academically and socially. According to Thompson and Gregor (2020), disruptive behavior significantly impedes the learning process, affecting both teachers' ability to deliver instruction and learners' ability to focus and engage. They emphasize the importance of understanding the root causes of disruptive behavior to develop effective interventions that address these issues comprehensively.

On the other hand, the variable participation received the lowest mean of 3.21 (SD = 0.88), interpreted as High. This means that while learner participation is consistently strong, it is slightly lower than in other areas, such as disruptive behavior. The results indicate that teachers are successful in engaging learners in classroom activities and discussions, though there may be room for further improvement to maximize learner involvement and active participation in the learning process.

The high interpretation reflects teachers' overall success in promoting participation but also highlights the ongoing challenge of consistently engaging all learners. Teachers likely view participation as crucial for effective learning and are committed to creating an inclusive environment where every learner feels encouraged and supported to contribute. According to Brown and Green (2021), active participation is essential for enhancing learners' learning experiences and academic outcomes, as it fosters critical thinking, better information retention, and higher levels of motivation and interest in the subject matter.

Teachers prioritize behavior management as a crucial aspect of their role, reflecting their strong belief in its importance for creating a conducive learning environment. They actively manage disruptive behaviors, recognizing them as significant challenges, while also focusing on promoting learner participation. This emphasis on behavior management and engagement underscores their commitment to fostering respectful, disciplined, and inclusive classrooms where learners can thrive both academically and socially. According to Jones and Smith (2020), effective behavior management is essential in shaping positive classroom dynamics and influencing academic outcomes.

Problem 4. Is there a significant relationship between teacher's classroom management practices and learners' behavior management?

Table 12
Result of the Test on Relationship between Teacher's Classroom Management Practices and Learners' Behavior Management

Classroom Management Practices	Learner's Behavior Management			
	Participation	Disruptive Behavior	Emotional Management	Overall
	r-value p-value	r-value p-value	r-value p-value	r-value p-value
Physical Environment	0.369 0.0640 NS	0.219 0.0740 NS	0.069 0.0781 NS	0.219 0.0720 NS
Routine Activities	0.179 0.0821 NS	0.0199 0.0699 NS	0.271 0.0801 NS	0.157 0.0774 NS
Discipline	0.183 0.0015* S	0.361 0.0136* S	0.430 0.0216* S	0.325 0.0122 S
Time Management	0.148 0.0024* S	0.349 0.0289* S	0.365 0.0189* S	0.287 0.0167 S
Overall	0.220 0.0375 S	0.237 0.0466 S	0.284 0.0497 S	0.247 0.0446 S

Legend: S- Significant NS-Not Significant

Table 12 provides a detailed analysis of the correlation between various teacher classroom management practices and learners' behavior management, highlighting both significant and non-significant relationships. The data revealed a significant relationship between teachers' discipline practices and all aspects of learner behavior management. This suggests that consistent application of classroom rules and fairness positively influences learner participation, reduces disruptive behavior, and enhances emotional management. Discipline forms the foundation for creating a stable and predictable classroom environment, where clear rules and fairness help learners understand boundaries and expectations, leading to a more respectful and orderly classroom atmosphere. This consistency reduces anxiety and uncertainty among learners, improving their ability to participate actively, minimizing disruptive behavior, and supporting better emotional regulation.

Time management practices show a significant relationship with all aspects of learner behavior management. This means that well-organized lessons and efficient use of class time contribute to improved learner engagement, reduced disruptions, and better emotional regulation. Effective time management directly impacts the efficiency and productivity of a classroom, ensuring that learners remain engaged and focused on tasks without time for distractions. When lessons are well-structured, learners are more likely to grasp and practice new concepts, leading to better behavior and emotional management. Moreover, good time management models essential life skills for learners, such as prioritization and effective time use, which benefit them beyond the classroom.

Overall, classroom management practices show a significant relationship with all aspects of learner behavior management, reinforcing the importance of inclusive and effective strategies in promoting positive learner behaviors. This includes not just discipline and time management but also establishing routines, organizing the physical space, and building positive relationships. A well-managed classroom helps learners feel safe, respected, and motivated, addressing their academic, emotional, and social needs for better behavior and outcomes. Effective classroom management strategies enable teachers to anticipate and mitigate issues before they escalate, creating a proactive rather than reactive learning environment.

This relationship between teachers' classroom management practices and learners' behavior is well-supported by empirical research from Dahiya et al. (2020), Nisar et al. (2021), and Malik et al. (2022). These studies highlight that strategies such as maintaining discipline and effective time management strongly correlate with improved learner behavior, reducing disruptions, and enhancing emotional management. Structured lessons help maintain learner attention (Malik et al., 2022), while a predictable routine reduces anxiety and confusion (Dahiya et al., 2020). However, effective time management alone cannot entirely prevent misbehavior, which is also influenced by individual needs, classroom dynamics, and external factors (Skiba, 2014; Malik et al., 2022). A comprehensive approach integrating strong relationships, effective behavior strategies, and personalized support is essential for successful classroom management.

Results showed that the physical environment and routine activities did not have a significant relationship with learner behavior management outcomes. While the physical environment is important for creating a comfortable and inviting learning space, its direct impact on learner behavior may not be as strong as more interactive management practices like discipline and time management. A well-organized classroom can enhance learners' mood and willingness to learn, but it doesn't necessarily enforce behavior norms or manage classroom dynamics. Similarly, while routines provide structure and predictability, they do not directly influence behavior without active engagement from teachers.

Moreover, this suggests that while important for creating a conducive learning environment, factors like the physical classroom setup and daily routines may not directly impact learner behavior as strongly as other management practices. For instance, a well-organized environment with designated areas and ample natural light does not prevent frequent behavior issues. Studies by Jones and Smith (2019) and Brown et al. (2021) emphasize that while these factors support learning, they are overshadowed by the

influence of teaching methods, individual learner needs, and social dynamics on behavior management. Effective behavior management requires personalized support, strong teacher-learner relationships, and appropriate instructional strategies to foster a conducive learning environment.

Thus, these findings underscore the importance of classroom management in influencing learner behavior. Discipline and time management are crucial for providing structure, predictability, and efficiency, which are essential for a thriving learning environment. A holistic approach to classroom management addresses various learner needs, creating a positive and productive atmosphere. This reinforces the need for well-planned and effective strategies to foster a conducive environment for learning and growth.

Problem 5. Is there a significant difference in the teachers' classroom management practices when grouped according to their characteristics?

Table 13
Test of Difference between Teachers' Classroom Management Practices when grouped According to their Characteristics

Respondents Characteristics	Classroom Management Practices				
	Physical Environment	Routine Activities	Discipline	Time Management	Overall
	t-value p-value	t-value p-value	t-value p-value	t-value p-value	t-value p-value
Age	0.309 0.0631 NS	0.281 0.0766 NS	0.337 0.0572 NS	0.264 0.0790 NS	0.298 0.0690 NS
Sex	0.311 0.0721 NS	0.247 0.0772 NS	0.218 0.0619 NS	0.280 0.0762 NS	0.264 0.0719 NS
Position	0.318 0.0710 NS	0.427 0.0691 NS	0.610 0.0798 NS	0.369 0.0631 NS	0.431 0.0708 NS
Teaching Experience	0.315 0.0341 S	0.305 0.0110 S	0.334 0.0261 S	0.360 0.0304 S	0.3285 0.0254 S
Family Monthly Income	0.361 0.0589 NS	0.206 0.0602 NS	0.169 0.0781 NS	0.399 0.0691 NS	0.2838 0.0666 NS
Highest Educational Qualification	0.113 0.0115* S	0.430 0.0149* S	0.543 0.0227* S	0.168 0.0467* S	0.3135 0.0240 S
Attitude towards classroom management practices	0.229 0.0134* S	0.313 0.0263* S	0.382 0.0261* S	0.368 0.0324* S	0.323 0.0246 S
Overall	0.279 0.0463 NS	0.316 0.0479 NS	0.370 0.0503 NS	0.3154 0.0567 NS	0.3202 0.0503 NS

Legend: S- Significant NS-Not Significant

Table 13 presents the results of a test examining whether there is a significant difference in teachers' classroom management practices when grouped according to their characteristics. Each characteristic is analyzed against four classroom management practices, with t-values indicating differences and p-values determining statistical significance. Significant differences are marked by p-values less than 0.05. The data revealed that teaching experience shows a significant difference across all domains and overall classroom management practices. This suggests that teaching experience allows teachers to develop and refine their strategies over time, enabling them to handle different scenarios more effectively.

Recent studies underscore the impact of teaching experience on classroom management. Klassen and Tze (2019) found that experienced teachers develop better management skills through accumulated practical insights and refined strategies. This experience enhances their ability to manage the physical environment, routine activities, discipline, and time management. The significant differences linked to teaching experience highlight how practical knowledge gained over time improves overall management skills. Similarly, highest educational qualification is a characteristic that exhibits significant differences in all domains of classroom management practices, reflecting the impact of advanced training on managing various classroom aspects.

The influence of educational qualifications on classroom management has been highlighted in recent research. Skaalvik and Skaalvik (2019) found that teachers with higher educational qualifications tend to employ more sophisticated and evidence-based management strategies. Advanced qualifications equip teachers with deeper theoretical understanding and pedagogical skills, leading to better management of classroom dynamics. This supports improved handling of routines, discipline, and overall classroom organization. Additionally, attitude towards classroom management practices shows significant differences across all domains, emphasizing the importance of a positive mindset in effective classroom management.

The significance of a positive attitude towards classroom management is well-documented in recent literature. Hargreaves and Fullan (2019) emphasize that teachers with a positive outlook are more effective in implementing and adjusting management strategies. A constructive attitude fosters a supportive classroom environment and proactive problem-solving. Guskey (2020) notes that continuous professional development helps maintain positive attitudes, which are crucial for effective classroom

management and learner engagement. In summary, teaching experience, highest educational qualification, and attitude significantly influence how teachers manage their classrooms.

On the other hand, several characteristics show no significant differences in classroom management practices. This suggests that effective management skills are not inherently tied to demographic characteristics. For instance, age does not dictate a teacher's ability to manage a classroom effectively; rather, it is the accumulation of relevant experience and ongoing professional development that enhances these skills. While age might bring some experience, its direct impact on management practices is less pronounced compared to specific factors like teaching experience or educational qualifications.

Recent research indicates that age alone does not significantly impact classroom management practices. Klassen et al. (2019) found that while age may correlate with teaching experience, it does not independently influence classroom management effectiveness. Instead, practical experience and ongoing professional development are more critical factors in shaping effective management strategies. Similarly, the sex of the teacher does not influence classroom management capabilities, as both male and female teachers demonstrate equal proficiency in managing classrooms.

Studies have shown that sex does not significantly affect classroom management practices. For example, research by van der Meer and Jansen (2019) suggests that gender differences do not have a substantial impact on how teachers manage their classrooms. Instead, individual skills, teaching methods, and attitudes are more influential in determining management effectiveness. The lack of significant difference by position suggests that classroom management effectiveness is more closely related to individual skills, experience, and training rather than job title or administrative role.

Moreover, the teacher position does not significantly affect classroom management practices. This means that regardless of rank, continuous training and development are essential for maintaining effective practices. According to Tschannen-Moran and McMaster (2020), the effectiveness of management practices is more closely linked to personal skills, training, and experience rather than the formal position held within the educational institution. Similarly, family income may not significantly impact classroom management practices because the ability to manage a classroom effectively is influenced more by professional training and personal attitudes than by economic status.

Research indicates that family income does not significantly influence classroom management practices. Studies like those by Corcoran and Fischer (2020) suggest that while family income might impact broader aspects of a teacher's life, it does not directly affect their ability to manage a classroom effectively. Professional training, experience, and personal attitudes are more decisive factors in classroom management. Overall, the findings suggest that while demographic and economic factors such as age, sex, position, and family income may play a role in a teacher's broader career context, they do not directly affect the effectiveness of classroom management practices as significantly as teaching experience, educational qualifications, and attitudes.

IV. Discussions

This study examined the relationship between teachers' classroom management practices and learners' behavior management among one hundred fifty-five (155) public elementary school teachers in the District of Manolo Fortich III, Division of Bukidnon. The findings reveal several key insights regarding the impact of classroom management practices on learners' behavior.

Teaching experience and educational qualifications significantly enhance the effectiveness of classroom management. Teachers with more experience and advanced degrees exhibit superior skills in managing the physical classroom environment, organizing routine activities, and enforcing discipline. This correlation suggests that deeper knowledge and practical experience enable teachers to implement more refined and effective strategies. Research consistently shows that experienced educators and those with higher qualifications often demonstrate greater expertise and confidence in managing diverse classroom situations, likely due to accumulated practical knowledge and the application of advanced pedagogical theories over time.

Conversely, demographic factors such as age, sex, position, and family income have minimal impact on classroom management practices. This suggests that while personal characteristics might influence individual teaching styles, they do not significantly alter the effectiveness of classroom management. This finding emphasizes the importance of focusing on professional development rather than relying on demographic variables to improve classroom management.

Teachers generally excel in managing the physical aspects of the classroom, such as layout, lighting, and noise levels. However, continued attention to these elements is crucial for creating an optimal learning environment. The study also found that teachers effectively manage routine activities and discipline by implementing clear procedures and consistently enforcing rules. Time management strategies are well-executed, with well-planned lessons and diverse instructional techniques that keep learners engaged. Nonetheless, there is room for improvement in incorporating short breaks to maintain high levels of learner focus and energy.

Furthermore, in managing learners' behavior, teachers are successful in promoting high levels of participation and engagement, addressing learners' inquiries, and encouraging proactive involvement. The effective management of disruptive behavior through positive reinforcement and individual support aligns with research on the benefits of positive behavior interventions. Additionally, emotional management practices are strong, with a focus on creating a safe and supportive environment, addressing bullying, and fostering emotional self-regulation.

The positive correlation between effective classroom management practices especially in discipline and time management and improved learner behavior underscores the importance of these strategies in reducing disruptions and enhancing emotional well-being. The significant differences in management practices based on teaching experience, educational qualifications, and attitudes highlight that teachers who are well-trained, experienced, and possess a positive attitude towards classroom management are more effective.

In summary, while demographic factors have limited influence, the experience, qualifications, and attitudes of teachers are crucial in improving classroom management and learner outcomes. These findings underscore the importance of investing in ongoing teacher development and advanced education as key strategies for creating a more effective and supportive learning environment. This aligns with educational research that emphasizes the role of teacher expertise and positive attitudes in fostering successful teaching and learning experiences.

V. *Conclusions*

Based on the comprehensive findings, the study reveals that teachers generally exhibit effective classroom management practices, which foster engagement, order, and a conducive learning atmosphere. However, variations in methods suggest a need for tailored support and the sharing of best practices across different educational contexts to ensure consistency and effectiveness. Time management is highlighted as a pivotal aspect, with teachers demonstrating proficiency in maximizing learning opportunities through strategic planning and resource utilization. The study also underscores the importance of addressing disruptive behavior through proactive strategies that maintain classroom order while nurturing a positive learning environment.

Furthermore, the study highlights significant differences in classroom management effectiveness linked to teaching experience, higher educational qualifications, and a positive attitude towards classroom management. These factors contribute to more refined management strategies, better organization, and improved learner outcomes. Teaching experience allows educators to handle diverse classroom situations more effectively, while advanced educational qualifications provide the theoretical knowledge needed for evidence-based practices. A positive attitude fosters a proactive approach, creating a supportive learning environment that enhances learner engagement. In conclusion, continued investment in professional development, teaching experience, and positive educator attitudes is essential for sustaining and enhancing educational outcomes across diverse settings.

VI. *Recommendations*

Based on the conclusions drawn from the study, the following recommendations are provided:

The Department of Education should enhance professional development programs focused on effective discipline and time management strategies. Additionally, they should consider implementing policies that support continuous education and training for teachers, ensuring they are equipped with the latest classroom management techniques and knowledge.

School administrators should provide ongoing support and resources to help teachers develop their classroom management skills. This includes organizing training sessions, offering mentorship programs, and providing constructive feedback. Administrators should also foster a positive school culture that values and rewards effective classroom management, recognizing teachers who excel in these areas.

Teachers should actively engage in professional development opportunities to enhance their classroom management skills. They should focus on implementing effective discipline and time management practices, while also striving to create a holistic approach to classroom management. Maintaining a positive attitude toward continuous learning and being open to adopting new strategies are essential for improving their effectiveness in managing learner behavior.

Learners should be encouraged to understand the importance of discipline and time management in their educational journey. Involving them in setting classroom norms and expectations can help them take ownership of their behavior. Additionally, learners should be provided with opportunities to develop their self-management skills, such as time management and emotional regulation, through targeted activities and programs.

Parents should support their children's education by reinforcing the importance of discipline and time management at home. Collaborating with teachers to ensure consistent behavior expectations and providing a structured environment that complements the school's efforts is crucial. Parents can also participate in workshops or informational sessions to better understand the classroom management practices used by teachers and how they can support these practices at home.

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