

## Classroom Management Practices of Public Elementary School Teachers

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*Abstract* — This study is concerned with the extent of classroom management practices of public elementary school teachers in San Manuel District, Pangasinan Division II for SY 2022 – 2023. Specifically, this study determined the extent of classroom management practices of public elementary school teachers along instructional management practices, development of instructional materials, assessment of students learning and management of student behavior. This study (1) researched the profile of the respondents in terms of age, sex, civil status, highest educational attainment, current position, number of years teaching, and number of related trainings attended. (2) it also investigated the public elementary school teachers' extent of classroom management practices used by public elementary school teachers. (3) the significant difference in the classroom management practices across the profile variable. (4) the significant relationships between the teacher's extent of classroom management practices and the profile variables.

To address the foregoing problems raised in this study, statistical measures were used for data analysis and interpretations. These are the frequency counts (f) and percentage (%), the average weighted means (AWM), the Analysis of Variance (ANOVA) and Pearson Product Moment of Coefficient Correlation were used.

This study found out that, most of the respondents belong to the age bracket 41-50 years old that is 36 or 38 percent, 82 percent of the respondents are female, 70 or 74 percent are married, there are 47 or 50 percent of the respondents have earned their MA Units, 63 or 67 percent of the respondents are Teacher III, 27 or 29 percent have already in the teaching profession for 21 years and above, majority of the respondents had attended relevant trainings in the division and regional level, and 0 percent attended international trainings and seminars for 7 and above. The extent of practices of classroom management with respect to instructional practices, development of instructional materials, assessment of students learning, and management of students' behavior is "Highly Practiced" as indicated in the overall weighted mean ranging from 4.52 to 4.60 with an overall average weighted mean of 4.55 which is also described as "Highly Practiced". The extent of practices of classroom management and the public elementary school teacher respondents do not vary when grouped based on the profile variables. Therefore, the profile variables of the teacher respondents are not influential to the level of practices of elevating classroom management. There are significant relationships between the public elementary school teacher respondents and their profile variables in terms of number of relevant trainings attended in the division and regional levels.

The result of this study, the extent of classroom management practices of public elementary school teachers had an OAWM of 4.55 which described as “Highly Practiced”.

This study recommends that the public elementary school teacher respondents should take their own initiative to pursue the highest educational degree which is the doctoral degree and should undergo professional upgrading through higher level of trainings and seminar workshops. The public elementary school teacher respondents should always aspire and soar high for excellent performance in using the different practices in classroom management by being innovative and resourceful teachers. More appropriate and relevant variables should be explored to better determine the level of practices of elevating classroom management. Further research may be conducted to determine the extent of practices of classroom management from another perspective.

***Keywords — Management practices, Public schools, Elementary teachers***

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## I. Introduction

Classroom management is described as the activity taken by teachers to accomplish these objectives in a positive atmosphere that provides both academic and social emotional learning. The incorporation of classroom management in the positions expected of teachers has been and will continue to be of critical significance, while teaching in classroom management has been identified as a key component of teacher readiness in the curriculum policy (Apalla, 2020).

According to Brown (2017) classroom management was a combination of skills and techniques teachers use to make sure classes run smoothly and that students reach their daily learning goals. It involves organizing the physical environment of the classroom itself, setting the rules and routines students follow from bell to bell, building a strong teacher-student dynamic and responding to obstacles that pop up unexpectedly during a lesson.

According to Doyle (2014), A teacher's classroom-management system communicates information about the teacher's beliefs on content and the learning process. It also circumscribes the kinds of instruction that would take place in a particular classroom. A classroom in which the teacher takes complete responsibility for guiding students' actions constitutes a different learning environment than one in which students are encouraged and taught to assume responsibility for their own behaviors.

To continue the post pandemic situation of our educational system, one current trend was the use of blended learning. Graham (2013) defined blended learning systems as a combination of face-to-face with computer-mediated instruction. Picciano (2013) described blended learning as a method of instruction that combines online with face-to-face learning activities that are integrated in a “planned, pedagogically valuable” way and where some of the face-to-face time is replaced by online activities.

Another recent trend was the use of hybrid learning which combines face-to-face learning with online learning. Teaching in a hybrid environment is not an easy task; the teacher must

provide simultaneous, engaging instruction for both the online and in-person learner, and always must have a contingency plan for technology glitches. Though the convenience of having continuous instruction is one advantage of hybrid teaching. (Ali, [2020](#))

Hybrid instruction provided unique challenges for teachers, including establishing expectations and managing classroom behaviors. Teachers must utilize the same best practices in classroom management in the hybrid environment that they typically use in the face-to-face setting, including (a) teaching expectations, (b) modeling the desired behavior, and (c) providing timely and explicit feedback to support students, especially young children and those with disabilities, to follow the guidelines for physical distancing and to keep students, teachers, administrators, and their families safe at this time. Teachers must utilize the best practices in classroom management in the hybrid environment that they typically use in the face-to-face setting, including (a) teaching expectations, (b) modeling the desired behavior, and (c) providing timely and explicit feedback to support students, especially young children and those with disabilities, to follow the recommended guidelines for physical distancing (CDC, 2020) while putting forth their best effort to keep students, teachers, administrators, and their families safe at this time.

Effectively managing the hybrid classroom requires teachers to proactively set young children up for success by ensuring that remote learners have the appropriate tools for success. First, it is vital that learners have access to reliable high-speed internet, as well as a dedicated device, such as a computer or tablet, that they can use to participate in class activities (Ferri et al., [2020](#)). In addition, young children need the support of parents or other adult caregivers to ensure they are actively engaging in remote learning (Garbe et al., [2020](#)).

Marzano (2017) stated that effective instructional strategies and good classroom curriculum design are built on the foundation of effective classroom management. Therefore, poor class management can waste class time, reduce students' time on tasks, and lessen the quality of the learning environment. Classroom management is at the very heart of teaching; it affects our students' learning outcomes and can also have an impact on our own wellbeing. Good classroom management is a classroom environment where learning thrives, students are dedicated to their studies and well behaved. Poor classroom management is a setting where students are disruptive, disengaged and teachers aren't listened to. Effective classroom management isn't something that happens naturally. There are core pillars that make up good classroom management and without a thorough understanding of these pillars, our classroom is at risk of being poorly managed and this can be detrimental to student achievement and development.

Tosti defined (2015) Instructional management as those events and procedures involved in the decision to initiate a specific activity for an individual student. Riessman (2014) stated that Classroom management covers all of the things that a teacher does to organize students, space, time and materials so that instruction in content and student learning can take place. Instructional management is process of monitoring the progress of the pupils and make decisions on the pace

of instruction, the grouping of the children, the sequence of the lesson, and the individualization of instruction (Geddes, 2016).

Oden (2017) said that teachers use different instructional materials to motivate learning. Success in the skill and knowledge acquisition in an instructional situation depends on the suitability of the instructional material, adequacy and effective utilization of the available materials. Also, the relevance of instructional materials to the objective of the lesson and the ease of use of the instructional materials are serious considerations in instructional materials utilization to better the learner's performance.

Classroom management is how teachers influence student behavior to create an environment conducive to learning. The primary goal is to maximize appropriate conduct and minimize student misbehavior. Effective teachers accomplish this by managing contingencies, the events that occur immediately before and after a behavior. In this way, they remove impediments to teaching students the skills for effective communication, interpersonal interactions, and academic achievement needed for success in life. Ineffective classroom management results in chaos; student learning is disrupted, and teacher morale is often damaged beyond repair (Marzano, 2017). Where instructional control is poor, neither teacher nor students win. Classroom management is a process, as well as a set of skills and strategies, that teachers and schools use to create and maintain appropriate behavior of students in the classroom.

Classroom management is the process by which teachers and schools create and maintain appropriate behavior of students in classroom settings. The purpose of implementing classroom management strategies is to enhance prosocial behavior and increase student academic engagement (Emmer & Sabornie, 2015). Effective classroom management requires awareness, patience, good timing, boundaries, and instinct. There is nothing easy about shepherding a large group of easily distracted young people with different skills and temperaments along a meaningful learning journey.

Classroom management, as applied to teaching, involves everything that a teacher must do to carry out his/her teaching objectives. It includes preparation of plans and materials, structuring of activities into time blocks, direct teaching of skills and subject matter, grouping of pupils to provide for the most efficient use of teacher and pupil time, plans for transition periods--changing from one activity to another or from one place to another--pupil involvement and motivation, and adequate control of pupil behavior.

Another indicator in this study was the assessment of students learning. According to Angelo (2016), Assessment of learning refers to strategies designed to confirm what students know, demonstrate whether they have met curriculum outcomes or the goals of their individualized programs, or to certify proficiency and make decisions about students' future programs or placements. It is designed to provide evidence of achievement to parents, other educators, the

students themselves, and sometimes to outside groups (e.g., employers, other educational institutions).

To decide when 'assessment of learning' should take place - which key points in time - teachers can use syllabus outcomes within a standards framework, and related learning goals established at the beginning of a year, semester, term or unit of work. From the point of view of Cowan (2015), Assessment of learning required teachers to make judgements about student learning and to communicate to parents, other teachers and to students themselves about what students know and can do, in relation to the standards-referenced framework of syllabuses.

Teachers must have a behavior management plan. According to McKillop (2020), a behavior management plan was a plan that a teacher puts in place to ensure that they are prepared for students to have an optimal learning environment. Without proper classroom management, no learning will occur even if you have the best lesson plans on the planet. A behavior management plan includes what you will implement for whole group [expectations, rules](#), and consequences when students choose not to follow them and rewards for when they do.

Banks (2020) said that there are strategies that teachers can incorporate into their classrooms to establish guidelines and promote appropriate behavior. First, engage the class in setting behavior expectations. As teachers begin the new school year, there may be anxiety around establishing and enforcing what students feel are arbitrary rules. Instead of a dictatorship, consider adding elements of self-determination to classroom expectations.

By allowing the entire class to participate in setting behavior expectations, students feel greater ownership over the set of rules they live under. Students are also more likely to [hold one another accountable](#). This method can be particularly effective with older students, especially high schoolers. These students already are inclined to dismiss what they see as arbitrary authority but have a desire to gain control over their day-to-day responsibilities.

Leadership skills impact leaders' behaviors, effectiveness

The researcher of this study wanted to determine the level of management practices of public elementary school teachers in the Municipality of San Manuel, Pangasinan, Pangasinan Division II during the school year 2022 – 2023. This undertaking, therefore, can be considered as a blueprint of new knowledge and additional document to the existing knowledge for the variable involved in the study. It is in this context that the researcher decided to conduct this research.

## Literature Review

Classroom and behavioral management strategies are found in school systems worldwide. Akin, Yildirim, and Goodwin (2016), designed a qualitative inquiry for teachers in Turkey. They intended to explore the perceptions of classroom management, problems teachers recently experienced, the causing factors and management practices the teachers chose to use. The

participants consisted of fifteen elementary teachers chosen through a variation sampling which allowed a wide range of teachers and grade levels. All participants were female and included four first grade teachers, three second grade teachers, three teaching 3rd grade, and five teaching 4th grade. Total years of experience ranged between three and eighteen and the number of students in each classroom ranged from 20 to 43. All teachers disclosed they participated in a classroom management intervention course during their initial teacher preparation years (Akin et. al., 2016). The data was gathered through an interview process that included open-ended questions about the study incorporating teacher experience with classroom management, including specific types of classroom management currently used in their classroom. Each 30-45 minute interview was audio-recorded for further review. As a result of these interviews, the participants found that enhancing or changing the physical environment, lesson plans, time management skills, teacher-student relationships, and behavior management skills produced effective connections to other students, teachers, schools, classes, curriculum, and parents. Physical environment examples included seating arrangements and classroom layout, lesson planning included finding effective and motivating activities to incorporate into lessons. Organizing materials and prepping before a lesson were examples of time management skills. Encouraging team spirit and spending time 19 getting to know students was cited as examples of relationship management skills. Lastly, examples of behavior management included assigned roles to students so that they had a greater chance of staying on task with rewards for good behavior.

## II. Methodology

### Research Design and Strategy

The descriptive method of research was used in the study. Good and Scates (1991) defined the descriptive method of research as a method for gathering evidence relating the current or present conditions concerning the nature of a group of persons, several subjects, or class of events and may involve the procedure of introduction analysis, clarification, enumeration of measurement. Gay (1976) defined descriptive research as involving collection of data to answer questions concerning the status of the subject of the study.

### Population and Locale of the Study

The subjects of this study were the public elementary school teachers in San Manuel District, Pangasinan Division II for the S.Y. 2022 – 2023. All intermediate teachers in San Manuel District of Pangasinan Division II are the respondents in this study.

### Data Gathering Tools

The researcher used questionnaire checklist instrument specifically made for the study based on the constructed problems, writer's experiences and observations as a teacher and reinforced by readings, informal interviews, and conversations of people.

Some parts of the questionnaires were based and patterned from Kristine Mae V. Raposas on Classroom Management Practices and approaches Employed by Elementary Teachers 2020.

Some of the questionnaires were taken from the Philippine Professional Standards for Teachers, Domains 1 and 2.

### **Data Gathering Procedure**

Before administering the research instrument, permission was secured from the Schools Division Superintendent of Pangasinan Division II, and the School Heads. The researcher personally distributed the questionnaires to all intermediate teachers (Grades 4-6 Teachers) in San Manuel District, Pangasinan Division II.

Likewise, the researcher personally retrieved the same questionnaires. The responses and data obtain will be kept confidential under Republic Act No. 10173- Data Privacy Act of 2012 by the researcher to ensure the highest degree of objectivity of responses. The respective public-school teachers of the institutions were informed and oriented by the researcher regarding the purpose of the study.

### **Treatment of Data**

To answer specific problem number 1, determining the profile of the respondents, namely: age, sex, civil status, highest educational attainment, current position, number of years teaching, and number of relevant trainings attended, the frequency counts and percentages were used.

To answer specific problem number 2, determining the extent of elevating classroom management practices of public elementary school teachers, the weighted average mean will be used. The responses were categorized into five-point scales with corresponding numerical categories. The choices were classified as “Highly Practiced”, “Practiced”, “Moderately Practiced”, “Slightly Practiced”, and “Not Practiced”. Numerical value 5, 4, 3, 2 and 1 were assigned respectively.

## **III. Results and Discussion**

This chapter presented the details of the analysis and the interpretations of the data in relation to the problems posed in the study.

Specifically, it presented the five (5) significant parts of the study through which the data gathered had been discussed. These includes the profile variables of the respondents, extent of classroom management practices of public elementary school teachers, the significant differences between the level of classroom management practices of public elementary school teachers across their profile variables and the significant relationship between the level of elevating classroom

management practices of public elementary school teachers and their profile variables and the problems encountered by the teacher respondents in their classroom management practices.

### **Profile of the Respondents**

Some variables related to the profile of the public elementary school teachers in San Manuel District, Pangasinan Division II are herein considered. Such variables included was age, sex, civil status, highest educational attainment, current position, number of years teaching, and number of relevant trainings and seminars.

**Age.** In terms of age, most of the respondent public elementary school teachers belong to age bracket 41-50 that is 36 or 38 percent, while the rest belong to age bracket 31-40, 28 or 30 percent, 51 - 60, 20 or 21 percent, 21 – 30 is 10 or 11 percent. This could mean that the public elementary school teachers are just in their prime age of maturity suited for active and effective delivery instruction to the learners in classroom management practices.

**Sex.** The same table shows that the public-school teachers are dominated by females that is 77 or 82 percent while 17 or 18 percent were males. This means that the male group of respondents is outnumbered by the female group considering that teaching is a female dominated profession as observed in the different public schools in the country as well as in other countries.

**Civil Status.** It can be seen in the table that 70 or 74 percent are married, 20 or 21 percent are single while 4 or 4 percent are widow/widower. This means that most public elementary school teachers are married.



**Table 1**  
**Profile of the Respondents**  
**N = 94**

Profile Variables	Variable Category	Frequency	Percentage	
Age	21 - 30	10	11%	
	31 – 40	28	30%	
	41 – 50	36	38%	
	51 – 60	20	21%	
	61 years and above	0	0%	
Sex	Male	17	18%	
	Female	77	82%	
Civil Status	Single	20	21%	
	Married	70	74%	
	Widow/Widower	4	5%	
Highest Educational Qualification	Bachelor’s Degree Holder	9	10%	
	With M. A. Units	47	50%	
	M.A. Degree Holder	30	32%	
	With PhD/EdD Units	6	6%	
	PhD / EdD Degree Holder	2	2%	
Current Position	Teacher I	12	13%	
	Teacher II	8	9%	
	Teacher III	63	67%	
	Master Teacher I	9	9%	
	Master Teacher II	2	2%	
Number of Years Teaching	5 years and below	11	12%	
	6 – 10	14	15%	
	11 – 15	24	25%	
	16 – 20	18	19%	
	21 years and above	27	29%	
Number of Trainings/Seminars	International	3 and below	5	5%
		4 – 6	0	0%
		7 and above	0	0%
	National	3 and below	64	68%
		4 – 6	30	32%
		7 and above	0	0%
	Regional	3 and below	21	22%
		4 – 6	44	47%
		7 and above	29	31%
	Division	3 and below	18	19%
		4 – 6	22	23%
		7 and above	54	57%

**Highest Educational Attainment.** As reflected in the table, 47 or 50 percent earned their M.A. Units, 30 or 32 percent are M.A. Holder, 6 or 6 percent have earned their PhD/EdD units, 9 or 10 percent of the respondents have their bachelor's degree and 2 or 2 percent is PhD/EdD degree holder. This could mean that the public elementary school teacher respondents are very conscientious in pursuing their professional development. They also regard education as a continuous process of learning where they can acquire knowledge and skills and competencies which are essential for their professional growth.

**Current Position.** The same table shows that majority of the public-school teachers' respondents occupying Teacher Position, there are 63 or 67 percent Teacher III respondents, Teacher 1, 12 or 13 percent, 9 or 10 percent are Master Teacher I and 1 or 2 percent are Master Teacher II.

**Number of Years Teaching.** It can be gleaned in the table that the greatest is in the group classification of number of years teaching is 21 years and above with a frequency of 27 or 29 percent, while 24 or 25 percent have 11 – 15 number of years teaching, 18 or 19 percent have 16 – 20 number of years teaching, and 14 or 615 percent have 6 – 10 number of years teaching, and 11 or 12 percent have 5 years and below number of years teaching. It could be said that there is newer breed of teachers in San Manuel District of Pangasinan Division II.

**Number Trainings and Seminars.** It can be seen in the table that most of the public elementary school teachers respondents have attended 7 and above relevant trainings in the Division Level, that is 54 or 57 percent, 29 or 31 percent of the respondents have 7 and above relevant trainings also in the 6 regional trainings, 64 or 68 percent have 3 and below relevant trainings in the national level, and 3 or 5 percent had attended international trainings and seminars.

### **Extent of Practices of Classroom Management Practices of Public Elementary School Teachers**

The main purpose of this study was to determine the extent of practices of classroom management practices among public elementary school teachers in San Manuel District, Pangasinan Division II.

Table 2 presents the indicator of extent of classroom management practices along instructional management practices; the Average Weighted mean was 4.54 with a transmuted rating of "Highly Practiced".

**Table 2**  
**Extent of Practices of Classroom Management Practices of Public Elementary School Teachers Along Instructional Management**

Instructional Management Practices As a teacher I...		WM	TR
1	apply knowledge of content within and across curriculum teaching areas.	4.62	HP
2	apply range of teaching strategies to develop critical and creative thinking, as well as other higher – order thinking skills.	4.53	HP
3	use range of teaching strategies that enhance learner achievement in literacy and numeracy skills.	4.60	HP
4	use of think-pair strategy.	4.50	HP
5	use differentiated instruction.	4.39	P
6	ensure the positive use of ICT to facilitate teaching and learning process.	4.48	P
7	use cooperative learning.	4.61	HP
8	use explicit or direct teaching (I do, We do and You do method)	4.56	HP
9	use of repetition or rote learning.	4.68	HP
10	use of role playing.	4.53	HP
<b>AWM</b>		<b>4.54</b>	<b>HP</b>

Legend:

Rating Scale	Descriptive Equivalent	Transmuted Rating
4.50 – 5.00	Always	Highly Practiced
3.50 – 4.49	Often	Practiced
2.50 – 3.49	Sometimes	Moderately Practiced
1.50 – 2.49	Seldom	Slightly Practiced
1.00 – 1.49	Never	Not Practiced

#### B. Development of Instructional Material

Table 3 pictures the public elementary school teachers' level of elevating classroom management practices along development of instructional materials.

The table shows the assessment of the teacher respondents in the level of elevating classroom management practices along development of instructional materials is 4.55 with a transmuted rating of “Highly Practiced”.

**Table 3**  
**Extent of Practices of Classroom Management Practices of Public Elementary School Teachers Along Development of Instructional Materials**

Development of Instructional Materials As a teacher I...		WM	TR
1	provide the pupils with instructional materials that match their needs.	4.65	HP
2	provide the pupils with varied instructional materials that are appropriate for their ability.	4.59	HP
3	provide the pupils with instructional materials that reflect the program content.	4.50	HP
4	expand the notion of what constitutes a pupil's needs, interests, and abilities.	4.46	P
5	provide the pupils with instructional materials that are appropriate and available in the community. (contextualization)	4.53	HP
6	design instructional materials which suit the needs of slow learners.	4.57	HP
7	prepare video clips for the pupils so that they will learn and understand well the lessons.	4.43	P
8	prepare power point presentation to motivate the learners.	4.56	HP
9	provide the pupils activities that ensure the participation of every learner.	4.63	HP
10	provide the pupils with instructional materials that promote cooperative learning.	4.62	HP
<b>AWM</b>		<b>4.55</b>	<b>HP</b>

Legend:

Rating Scale	Descriptive Equivalent	Transmuted Rating
4.50 – 5.00	Always	Highly Practiced
3.50 – 4.49	Often	Practiced
2.50 – 3.49	Sometimes	Moderately Practiced
1.50 – 2.49	Seldom	Slightly Practiced
1.00 – 1.49	Never	Not Practiced

### C. Assessment of Student's Learning

Table 4 shows the extent of classroom management practices along assessment of student's learning.

The teacher respondents assessed themselves in their extent of classroom management practices along assessment of student's learning with a weighted mean of 4.53 described as "Highly Practiced."

Indicator number 2 got the highest combined mean of 4.64 which described as "Highly Practiced", Item 2 is "check the summative test of my students". This means that the teacher always checks the test papers of their learners, especially the summative test which is one of their bases in giving grades.

**Table 4**
**Extent of Practices of Classroom Management Practices of Public Elementary School Teachers Along Assessment of Student's Learning**

Assessment of Students' Learning As a teacher I...	WM	TR
1 check the student's formative test.	4.62	HP
2 check the summative test of my students.	4.64	HP
3 check their performance output.	4.60	HP
4 check their activity sheet.	4.63	HP
5 plan for a variety of question types (e.g., open ended, higher levels of inquiry, etc.)	4.31	P
6 plan to provide periodic acquisition assessments (e.g., quizzes, worksheets, discussions, etc.)	4.57	HP
7 plan for a variety of assessments contexts (e.g., test format, real-world, etc.)	4.41	P
8 check their portfolio.	4.60	HP
9 use rubrics in assessing performance task.	4.45	P
10 allow multiple ways to demonstrate mastery (including end-of-course exams, portfolios, etc.)	4.42	P
<b>AWM</b>	<b>4.53</b>	<b>HP</b>

Legend:

Rating Scale	Descriptive Equivalent	Transmuted Rating
4.50 – 5.00	Always	Highly Practiced
3.50 – 4.49	Often	Practiced
2.50 – 3.49	Sometimes	Moderately Practiced
1.50 – 2.49	Seldom	Slightly Practiced
1.00 – 1.49	Never	Not Practiced

**D. Management of Student's Behavior**

Table 6 shows the extent of practices of classroom management practices of public elementary school teachers along management of student's behavior.

The public elementary school teachers assessed themselves in the level of elevating classroom management practices of public elementary school teachers along management of students' behavior with a weighted mean of 4.60 described as "Highly Practiced."

The highest weighted mean got by indicator number 1 is 4.68 which described as "Highly Practiced". Indicator number 1 is "establish the rules and stick to them". The indicator got the lowest mean which is 4.49 with a transmuted rating of "Practiced" is indicator number 5, "always address student problems in an appropriate and timely manner."

**Table 6**  
**Extent of Practices of Classroom Management Practices of Public Elementary School Teachers Along Management of Students' Behavior**

Management of Students' Behavior		WM	TR
As a teacher I...			
1	establish the rules and stick to them.	4.68	HP
2	am fair and consistently applied consequences.	4.66	HP
3	use a variety of intervention methods to handle any behavioral problem when it occurs.	4.51	HP
4	am prepared for the students who will test the classroom rules and regulations.	4.54	HP
5	always address student problems in an appropriate and timely manner.	4.49	P
6	always remind my students to behave in any given situation.	4.64	HP
7	maintain learning environment that promote fairness, respect and care to encourage learning.	4.67	HP
8	give praise to any student using his or her name.	4.62	HP
9	talk to my students if I notice that something is wrong with their behavior.	4.58	HP
10	establish safe and secure learning environment to enhance learning through the consistent implementation of policies, guidelines, and procedures.	4.56	HP
AWM		4.60	HP

Legend:

Rating Scale	Descriptive Equivalent	Transmuted Rating
4.50 – 5.00	Always	Highly Practiced
3.50 – 4.49	Often	Practiced
2.50 – 3.49	Sometimes	Moderately Practiced
1.50 – 2.49	Seldom	Slightly Practiced
1.00 – 1.49	Never	Not Practiced

### Practices of Public Elementary School Teachers

Classroom management is the actions that a teacher takes to create and maintain a learning environment that is conducive to successful instruction. These actions include decisions about structure, organization, and course activities that support students by managing their expectations and behaviors. Effective classroom management can create a positive learning environment that: Fosters an environment that supports academic, social, and emotional learning; Facilitates a structured and organized environment where students can focus on learning; Builds trust and healthy relationships between instructor and students, and peer-to-peer among students, maintains attention and fosters motivation and engagement; and minimizes disruption and interference with learning.

Table 6 provides a general view of the public elementary school teachers in their self-rating level of practices of elevating classroom management in the public elementary school.

**Table 6**  
**Summary of the Extent of Practices of Classroom Management**  
**Practices of Public Elementary School Teachers**

Elevating Classroom Management Practices of Public Elementary School Teachers	AWM	TR
Instructional Management Practices	4.52	HP
Development of Instructional Materials	4.55	HP
Assessment of Student's Learning	4.53	HP
Management of Student's Behavior	4.60	HP
<b>OAWM</b>	<b>4.55</b>	<b>HP</b>

Legend:

Rating Scale  
 4.50 – 5.00  
 3.50 – 4.49  
 2.50 – 3.49  
 1.50 – 2.49  
 1.00 – 1.49

Descriptive Equivalent  
 Always  
 Often  
 Sometimes  
 Seldom  
 Never

Transmuted Rating  
 Highly Practiced  
 Practiced  
 Moderately Practiced  
 Slightly Practiced  
 Not Practiced

In Table 7, the teacher's assessment in extent of practices of classroom management practices of public elementary school teachers had a grand overall weighted mean of 4.55 which described as "Highly Practiced". This means that the respondent teachers always practice elevating classroom management in their everyday teaching.

The area of this study got the highest mean of 4.60 which described as "Highly Practiced" is the Management of Students Behavior. The instructional management practices got the lowest weighted mean of 4.52 described as "Highly Practiced".

**Table 7**  
**ANOVA Showing the Significant Differences in the Extent of Practices of Classroom Management of Public Elementary School Teachers Across their Profile Variables**

	Source of Variation	Sum Squares	of df	Mean Square	F	Sig.
Age	Between Groups	.535	4	.178	1.132	.341
	Within Groups	12.752	90	.157		
	Total	13.286	94			
Civil Status	Between Groups	.495	2	.247	1.585	.211
	Within Groups	12.792	92	.156		
	Total	13.286	94			
Highest Educational Attainment	Between Groups	.544	4	.136	.854	.495
	Within Groups	12.742	90	.159		
	Total	13.286	94			
Current Position	Between Groups	.528	4	.156	1.027	.367
	Within Groups	11.324	90	.158		
	Total	13.286	94			
Number of Years Teaching	Between Groups	.671	4	.168	1.064	.380
	Within Groups	12.615	90	.146		
	Total	13.187	94			
RT_International	Between Groups	.430	2	.022	.135	.874
	Within Groups	12.243	92	.161		
	Total	12.315	94			
RT_National	Between Groups	.918	2	.459	3.042	.053
	Within Groups	13.369	92	.151		
	Total	13.286	94			
RT_Regional	Between Groups	.159	2	.080	.498	.610
	Within Groups	13.127	92	.160		
	Total	13.286	94			
RT_Division	Between Groups	.159	2	.080	.498	.610
	Within Groups	12.318	92	.160		
	Total	12.459	94			



## RELATIONSHIPS BETWEEN THE EXTENT OF PRACTICES OF CLASSROOM MANAGEMENT OF PUBLIC ELEMENTARY SCHOOL TEACHERS AND THEIR PROFILE VARIABLES

For making further analysis of data gathered in this study, the relationships between the level of practices of elevating classroom management of public elementary school teachers and their profile variables. were likewise determined. This was done with the use of Pearson-coefficient of correlation or Pearson  $-r$  and the t-test for significant correlation.

Table 8 shows the Pearson-r correlation between the level of practices of elevating classroom management of public elementary school teachers and their profile variables.

**Table 8**  
**Relationships Between the Extent of Practices of Classroom Management of Public Elementary School Teachers and their Profile Variables.**

		Practices of Classroom Management
Age	Pearson Correlation	-.177
	Sig. (2-tailed)	.106
Sex	Pearson Correlation	.078
	Sig. (2-tailed)	.478
Civil Status	Pearson Correlation	.101
	Sig. (2-tailed)	.359
Highest Educational Attainment	Pearson Correlation	.056
	Sig. (2-tailed)	.610
Number of Years Teaching	Pearson Correlation	-.177
	Sig. (2-tailed)	.104
RT_International	Pearson Correlation	.021
	Sig. (2-tailed)	.852
RT_National	Pearson Correlation	.034
	Sig. (2-tailed)	.759
RT_Regional	Pearson Correlation	.262*
	Sig. (2-tailed)	.015
RT_Division	Pearson Correlation	-.086
	Sig. (2-tailed)	.434

In this regard, the null hypothesis that there are no significant relationships between the variables and the respondents' extent of practices of classroom management at .05 level of significance is accepted. In other words, the respondents' extent of practices of classroom management that can be expected to be delivered regardless of the forecited variables. More

significantly, however, the respondents’ number of training courses attended in the regional level bear significant relationships on the level of practices of elevating classroom management.

Table 9 shows the problems encountered by the respondent teachers.

As shows in the table, the problems encountered by the respondent teachers obtained an average weighted mean of 2.93 an indicative of “Moderately Serious” having weighted means that range from 1.68 to 3.68 while two (2) were rated “Serious” with weighted means that range from 3.67 to 3.68, lack of textbooks and lack of parent’s cooperation in the school activities.

**Table 9**  
**Problems Encountered by the Public Elementary School Teacher**  
**Respondents in their Practices of**  
**Classroom Management**

Problems Encountered by the Teacher Respondents in their Classroom Management Practices		WM	TR
1	Large class and classroom size.	2.93	MS
2	Lack of textbooks.	3.68	S
3	Students attitude and behaviors.	2.64	MS
4	Classrooms are not conducive for learning.	2.93	MS
5	Most students come to the classroom with negative attitude towards studying.	3.15	MS
6	Lack of routines.	2.60	MS
7	Lack of attention of the students in the class.	3,03	MS
8	Lack of parent’s involvement and interest in the education of their children.	2.97	MS
9	Lack of school head technical support.	1.68	SS
10	Lack of parent’s cooperation in the school activities.	3.67	S
<b>AWM</b>		<b>2.93</b>	<b>MS</b>

Legend

Rating scale	Transmuted Rating
4.50 – 5.00	Very Serious
3.50 – 4.49	Serious
2.50 – 3.49	Moderately Serious
1.50 – 2.49	Slightly Serious
1.00 – 1.49	Not Serious

#### IV. Conclusion

Based on the forecited findings of this study, the following conclusions were formulated:

The respondent public elementary school teachers widely vary in their profile, distinctively female dominated group of teachers because of their motherly care, and most of the respondent teachers used the effective learning practices they learned from their education, trainings, and seminars.

The public elementary school teacher respondents are not significantly comparable in their classroom management practices along instructional practices, development of instructional materials, assessment of students learning and management of students' behavior at certain times and at certain functions, but there are times and cases when they are on the other hand comparable. Furthermore, school teacher respondents' level of practices of elevating classroom management is dependent upon or affected or caused by age, highest educational attainment, and number of relevant trainings in the regional and division levels.

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