

Into the Classroom and Beyond: Classroom Management Practices of Primary Teachers in Blended Modality

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Abstract — The study aimed to determine the extent of classroom management practices of primary teachers in the blended modality in terms of face-to-face and online classes along with personality, teaching, and discipline dimensions, as well as the challenges they encountered and their coping mechanisms. The study employed an exploratory sequential method under a mixed method research design as this is the most appropriate means to determine the extent of classroom management practices of primary teachers in blended modality, the challenges they encountered, and their coping mechanisms. The participants of the study were the 30 primary teachers from three private schools in the San Carlos City Division, and the data were collected through a questionnaire and an interview with each participant. The study revealed that most respondents are Gen Z teachers and mostly graduates with bachelor's degrees. Moreover, the respondents lack international, national, and local training in classroom management in blended modality. Further, Google Classroom is the primary learning management system used by most schools. Additionally, the extent of classroom management practices of primary teachers in face-to-face classes and online is "Highly Practiced." Moreover, there is no significant difference between the extent of classroom management practices of primary teachers in blended modality along with face-to-face and online classes. Therefore, the null hypothesis was accepted. The study concludes that primary teachers came across different challenges in blended modality, but despite the struggles, they were able to cope.

Keywords — primary teachers, classroom, classroom management, practices, blended modality.

I. Introduction

The COVID-19 pandemic has presented remarkable challenges and has significantly impacted the educational sector. It is essential to consider the "new normal" when planning and implementing policies to ensure the continuity and quality of education during lockdowns and community quarantines (Tria, 2020). "New normal" refers to a previously unfamiliar or atypical situation that has become standard, usual, or expected (American Dictionary, n.d.). The current "normal" in the educational system includes self-learning modules, which can be printed or digital, online classes, alternative delivery methods, and instructions delivered through radio and television (Ebona, 2020).

Because of the COVID-19 pandemic, schools have had to rethink instruction delivery. It resulted in an immediate increase in the demand for devices and internet access for all students. Teachers were expected to adapt quickly and learn to deliver instructions in a distance learning environment. The rapid changes presented new challenges for schools. Many reopened in an online-only or hybrid model, bringing up the question: How can teachers deliver content, involve students, and ensure their safety when they are not physically in the classroom with them every day? The solution is effective classroom management (Reilly, 2021). Beschieru et al. (2021) state that effective classroom management is essential for a productive environment, whether in a physical classroom or online.

Leustig (2019) defines classroom management as any technique teachers use to facilitate instruction and ensure students learn most effectively in a smooth classroom environment. A structured system that establishes expectations for student behavior can help manage the classroom environment more effectively, ensuring that students are held accountable for their actions and behaviors. On the other hand, effective classroom management is a set of gentle but powerful strategies designed to foster a learning and fun environment in the classroom. Students need to act responsibly and give their best because they want to, not because they are forced to (Linsin, n.d.).

Blended learning is considered an essential component of the future of education, especially in the current focus on safely reopening schools and reintegrating students into the classroom (Sharma, 2021). The blended teaching-learning approach solves the complexities of adapting learning and growth to the needs of the individual by combining the best of traditional learning technologies and technological advancements. It is a mixture of face-to-face and online learning through different learning resources (Sahoo & Bhattacharya, 2021).

Learning must continue amid global health emergencies (DepEd, 2020). Due to the Covid-19 pandemic, education in the country has significantly changed. Both public and private schools were closed to protect the health of learners and educators, leading to the adoption of remote teaching methods. The Department of Education (DepEd) implemented the Basic Education - Learning Continuity Plan (BE-LCP) to ensure continuing education while prioritizing health and safety. The BE-LCP utilizes various methods of distance learning, including self-learning modules in digital and printed form, radio, television, and the Internet (Montemayor, 2020).

According to Department of Education (DepEd) Order No. 34, series of 2022, the School Year 2022–2023 began on August 22, 2022. The order directs schools to start with face-to-face classes, allowing a transition period until October 31. After this date, all public and private schools must have shifted to five days of in-person classes. Following this deadline, no school will be permitted to solely implement distance learning or blended learning, except for those using Alternative Delivery Modes (Oxales, 2022).

However, on October 17, 2022, Vice President and Education Secretary Sara Duterte issued DepEd Order No. 44, s. 2022, which amended DepEd Order No. 34, s. 2022, regarding the

School Calendar and Activities for School Year 2022-2023. The amendment allowed private schools to continue with blended or full-distance learning beyond the transition period (DepEd, 2022). Data from the Department of Education provided to the Philippine Daily Inquirer revealed that out of the 11,701 private schools at the basic education level, 6,867 (58.69%) are still conducting blended learning, while 4,578 (39.12%) are holding full face-to-face classes. Additionally, 203 private schools (1.73%) are implementing full-distance learning or have yet to require their students to return to campus (Bautista, 2022).

Moreover, the Department of Education (DepEd) has announced that some schools have already implemented blended learning as a response to concerns from students, teachers, and parents about conducting in-person classes during the dry season. Blended learning combines online instruction with alternative delivery modes (ADMs) and is used during specific times of the day to avoid extreme heat. DepEd reminded schools on April 20, 2023, that they can suspend classes and switch to modular distance learning, considering the well-being of learners affected by extreme weather conditions. The department referred to DepEd Order No. 037 s. 2022, or the "Guidelines on the Cancellation or Suspension of Classes and Work in Schools, " allows for modular distance learning to ensure continuity of learning. DepEd is collecting data on the number of schools that have transitioned to blended learning since the memo's issuance (Malipot, 2023).

In addition, during the week-long transport strike from March 6-11, 2023, organized by transportation groups, several local government units in the National Capital Region chose to implement blended learning or online classes. Cities such as Manila, Quezon City, Caloocan City, Marikina City, Malabon, Las Piñas City, Mandaluyong City, Taguig City, Pasig City, and San Juan City have all announced their adoption of alternative learning methods. Public schools in these areas will conduct asynchronous classes, while private schools can switch to online or asynchronous classes during the strike. The Department of Education has declared that both in-person and alternative delivery modes of learning will be implemented during the transportation holiday, which was organized as a protest against the government's public utility vehicle modernization program. The transport group PISTON has called President Ferdinand "Bongbong" Marcos Jr. to halt the program's implementation (Ombay, 2023).

Many studies have been conducted on the aspects of classroom management. They have often looked at the classroom management strategies of novice teachers, effective classroom management and positive teaching, preschool teachers' views on classroom management, and classroom management in an online or virtual teaching environment. However, none of the studies cited have studied the personality, teaching, and discipline aspects of classroom management in blended modality (face-to-face and online), and have investigated its significant difference, challenges, and coping mechanisms. Conducting a study that focused on the personality, teaching, and discipline aspects of classroom management practices of primary teachers in blended modality is essential for creating a conducive learning environment, supporting teacher development,

promoting student engagement, and continuously improving instructional practices in blended learning. Hence, this study was conceptualized.

Literature Review

Effective classroom management is critical in achieving a productive study environment, whether teaching remotely or in a physical classroom. Using proximity is a highly effective method of managing the classroom, as it helps to minimize minor disruptions and prompts students to refocus on their work. However, in an online classroom environment, physical proximity is not possible. Teachers can, however, manage and support student behavior and engagement in an online setting in various ways (Teachthought, n.d.).

Effective classroom management is consistently cited as one of a teaching career's most essential yet challenging issues. Research conducted by Naveed et al. (2022) determined that timely and practical training for teachers enhances their confidence, updates their teaching methods, familiarizes them with the latest approaches, and enhances their organizational abilities. As a result, teachers must receive training that considers the evolving nature of the education field.

Moreover, Mardiani and Azhar (2021) stated that during the COVID-19 pandemic, most classroom teachings were conducted in a virtual classroom, dramatically affecting how teachers manage their classrooms. In a research conducted by Mardiani and Azhar as a case study at a vocational school in the West Bandung region of West Java, Indonesia, the teachers faced numerous difficulties in the virtual classroom. These challenges included students' lack of readiness to participate in the virtual class, issues with internet connectivity, limited time leading to the immediate teaching of core material, students turning off their cameras and sound, inattentive learning, reduced interaction, and inadequate class control. The study suggests several approaches to address the challenges encountered in their virtual classroom, such as encouraging students to join the virtual classroom earlier, first checking students' attendance, optimizing teacher-student interaction during learning and post-learning activities, and administering quizzes at the end of the lesson to increase students' enthusiasm for learning.

Since the pandemic, managing classrooms in today's distance learning environment has changed and gained importance (Reilly, 2021). Through his work with school districts in the United States and the United Kingdom, he developed theories about providing effective classroom management.

First, developing digital citizenship as a foundation for effective distance learning. Today, classroom management involves managing online risks. Students should be taught the essence of being responsible when using their devices and accessing the internet. Students should be taught how to stay away from potentially dangerous websites and keep their personal information safe. The foundation for a secure and productive distance learning experience is to teach digital citizenship. Second, monitoring students' online learning. It might be difficult to tell if students are distracted from the lesson or coping with other concerns, such as social-emotional issues in a

distance learning environment. Through regular online conferences with parents and students, teachers can intervene if necessary and support pupils in both academic and social-emotional areas. Third, technology can be utilized for engagement and group work. Managing a distance learning classroom means ensuring students are engaged in the lesson. Teachers should see technology as a tool to enhance engagement rather than an obstacle. With the advancement of technology, there are numerous platforms, games, activities, and lessons accessible for educational purposes. Lastly, ensuring students' accountability for their learning. Students must understand how to perform tasks on new platforms and work differently to meet the needs of the times. This means training students to be self-directed and in control of their learning.

Similarly, Foght (2020) outlined some strategies to consider and implement to manage an online classroom effectively. First, develop a routine for classroom time. Creating a routine for time spent inside the online classroom improves teacher and student productivity. Second, it's essential to minimize distractions. The main distractions in an online classroom include background noise, objects in the environment, and other digital programs that students can switch between. Teachers should use the first minute of class to instruct students to close all extra browser tabs or programs on their devices, find a quiet area at home, use headphones if needed, and put away their phones or toys. This helps establish expectations beforehand and reduces the need for redirection during the lesson. Third, forming behavioral expectations. Teachers can use positive narration, reminders, and incentives to reinforce the behavioral expectations of students in virtual classrooms. Students should listen, take turns engaging in the conversation, and respect their teacher, peers, and learning environment. The teacher needs to create behavioral expectations at the beginning of each class. Lastly, establishing academic expectations. The teacher should recognize the students who are doing their best in academics. To ensure that all students are engaged with the topic, teachers should use various digital strategies, such as raising their virtual hands, typing in the chatbox, or holding small group discussions.

Additionally, Lisciandrello (2020) suggested tips for online classroom management, such as checking the technology beforehand, student involvement in establishing norms, emphasizing engagement, creating connections in small group sessions, and starting slowly. Lisciandrello (2020, as cited in Engojo, 2021) states that we must view ourselves as leaders rather than managers to teach online effectively. The key is to be pragmatic.

In a study conducted by Millapre (n.d.), it was found that teachers practice and see the importance of laying down clear classroom rules and discipline. They practice being friendly, optimistic, and open-minded to ease the burden of classroom management. It was also revealed that there were classroom management problems such as inattentiveness, disobedience of rules and procedures, and uncontrolled behavior of students despite the clear consequences.

De Luna (2019) concluded that common misbehaviors of children involving character behavior where children were caught are cheating, aggressiveness, and attention-seeking accompanied by tantrums. Moreover, class disruption behavior includes children who are talkative

and hyperactive, while children with cognitive difficulties are impatient. Other challenging behaviors include tardiness, bullying, and excessive use of gadgets.

II. Methodology

This chapter presents the discussion of methods used by the researcher in the study. It covers research design and strategy, population and locale of the study, data gathering tool, data gathering procedure, and treatment of data.

Research Design and Strategy

The exploratory sequential design under mixed method was used as the research design in the study as this is the most appropriate means of determining the extent of classroom management practices of primary teachers, the challenges encountered, and their coping mechanisms in blended modality.

In this study, the quantitative data includes the profile of the primary teachers and the extent of classroom management practices of primary teachers in the blended modality in terms of face-to-face and online classes, along with personality, teaching, and discipline dimensions. The qualitative data includes primary teachers' challenges and coping mechanisms in blended modality. The data gathered through the mixed method design was used as the framework in the proposed enhancement training program in classroom management in blended modality.

Population and Locale of the Study

The subjects of the study were the 30 primary teachers from three private schools, namely Butterfly Kingdom e-Learning School, Mother Goose Special School System, and UMC-Rainbow School of San Carlos, which comprised Grades 1-3 teachers during S.Y. 2022–2023. The researcher selected San Carlos City as the locale to conduct the study since, according to the data provided by the SDO San Carlos City, 53% of the private schools in the division implemented blended modality.

Purposive sampling is the sampling technique used. According to Nikolopoulou (2022), "purposive sampling," also known as "judgmental sampling," refers to a set of non-probability sampling techniques where units are chosen based on specific characteristics required in the sample. It relies on the researcher's judgment to identify and select the individuals, cases, or events that can best provide information to achieve the objective of the study.

To appropriately gather data from the identified research problems and ensure data saturation, the following criteria were used to determine the participants for the interview: have at least two (2) years of teaching experience, have conducted classes in blended modality, and have attended more than ten (10) relevant training sessions. Additionally, data saturation was used to

determine the sample size. This means that interviews continued until no new themes or insights emerged from the data.

Data Gathering Tool

In this study, the researcher used two research instruments, namely a questionnaire and an interview guide, to gather data from the respondents. The first instrument was the questionnaire. Bhandari (2021) defines a questionnaire as a list of questions or items utilized to collect data from respondents regarding their attitudes, experiences, or opinions. Questionnaires serve as a means to gather both quantitative and qualitative information. The items were adapted and modified from Diaz et al. (2017), Validation of a Classroom Management Questionnaire for Pre- and In-Service English Teachers; Keshavarz et al. (2022), Design and Validation of the Virtual Classroom Management Questionnaire; and The City University of New York (2020), Synchronous Online Teaching Observation Checklist for P-12 Instruction.

The questionnaire is divided into three (3) components: Part I is the profile of the primary teachers in terms of age, highest educational attainment, number of years in teaching, number of relevant training in blended modality, and school's LMS; Part II is the extent of classroom management practices of primary teachers in face-to-face classes; Part III is the extent of classroom management practices of primary teachers in online classes. A five-point Likert scale was used to rate the items by the respondents in the questionnaire using 5-always, 4-often, 3-sometimes, 2-rarely, and 1-never.

The second instrument was the interview guide, which was used to determine the challenges encountered and coping mechanisms of primary teachers in blended modality. According to George (2022), an interview is a way of conducting qualitative research. In an interview, one person asks questions to collect information from one or more other people.

Treatment of Data

Appropriate statistical tools were used to treat specific problems and to come up with a valid interpretation of data.

To answer problem number one (1), the profile of the primary teachers in terms of age, highest educational attainment, number of years in teaching, and number of relevant training, the researcher used frequency and percentage.

To answer problem number two (2), on the extent of classroom management practices of primary teachers in blended modality in terms of face-to-face and online classes along: personality, teaching, and discipline dimensions, the researcher used the formula of the Average Weighted Mean (AWM).

To answer problem number three (3), on the significant difference between the extent of classroom management practices of primary teachers in blended modality in face-to-face and online classes, the researcher used the One-way Analysis of Variance.

To answer problem number four (4), on the challenges encountered and coping mechanisms of primary teachers in blended modality, the researcher used thematic coding analysis.

III. Results and Discussion

This chapter presents, analyzes, and interprets the data of the study. The data were arranged comprehensively to answer the research problems to provide a clear picture of the information gathered from the survey questionnaire and interview. The order of presentation of data follows the sequence of the problems of the study.

Table 1: Frequency and Percentage Distribution of the Primary Teachers' Profile Variables

Variables	Indicators	f	%
Age	22-26 years old	18	60
	27-31 years old	7	23.33
	32-36 years old	4	13.33
	47 years old and above	1	3.33
Highest Educational Attainment	Bachelor's Degree	24	80
	with MA/MS units	6	20
Number of Relevant Training International	None	15	50
	1-3	15	50
National	None	13	43.33
	1-3	12	40
	4-6	5	16.67
Local	None	13	43.33
	1-3	12	40
	4-6	5	16.67
School's LMS	Schoology	10	33.33
	Google Classroom	20	66.67
	Others	0	0

Table 1 presents the profile of the primary teachers. It indicates that in terms of age, most primary teachers belonged to the 22-26-year-old bracket with a total frequency of 18 or 60%, while 37-41 years old and 42-46 years old have no frequency count. This implies that the study primarily involved a younger population (Gen Z), with a significant proportion of respondents in their early to mid-twenties.

The findings indicate that the primary teachers' highest educational attainment was predominantly a bachelor's degree, with a total frequency of 24 or 80%. This suggests that most

primary teachers had completed their undergraduate degree and held a bachelor's degree as their highest qualification. However, the absence of primary teachers with master's or doctorate degrees is notable. This implies that primary teachers need more advanced graduate or postgraduate education.

In terms of the number of relevant trainings, half of the primary teachers, or 50%, have no international training, and 43.33% have attended no national and local training related to classroom management in blended modality. This highlights a potential knowledge gap and the need for professional development opportunities to equip teachers with the necessary skills for effectively managing blended learning environments.

Regarding the school's LMS utilized by the primary teachers, Google Classroom emerged as the learning management system (LMS) used by most primary teachers with a frequency of 20 or 66.67%, while 10 or 33.33% of the respondents used Schoology. This demonstrates the extensive use and popularity of Google Classrooms in schools. The findings further indicate the need to carefully select an appropriate LMS, considering factors such as ease of use, integration capabilities, and support for desired features, to enhance the digital learning experience and overall effectiveness of teaching and learning processes.

Table 2 shows the summary of the extent of classroom management practices of primary teachers in face-to-face classes.

Table 2: Extent of Classroom Management Practices of Primary Teachers in Face-to-Face Classes

Indicators	AWM	DE	TR
1. Personality Dimension	4.65	A	HP
2. Teaching Dimension	4.49	O	P
3. Discipline Dimension	4.51	A	HP
Overall Average Weighted Mean	4.55	A	HP

Legend:

Statistical Range	Descriptive Equivalent (DE)	Transmuted Rating (TR)
4.50 - 5.00	Always (A)	Highly Practiced (HP)
3.50 - 4.49	Often (O)	Practiced (P)
2.50 - 3.49	Sometimes (S)	Moderately Practiced (MP)
1.50 - 2.49	Rarely (R)	Slightly Practiced (SP)
1.50 - 1.49	Never (N)	Not Practiced (NP)

The classroom management practices of primary teachers in face-to-face classes obtained an overall average weighted mean of 4.55, described as "Always" with a transmuted rating of "Highly Practiced." This suggests that primary teachers consistently demonstrate effective classroom management practices across various dimensions in their face-to-face classes.

As explained by FutureLearn (2023), classroom management is how teachers create a good learning environment. It includes things like setting rules, keeping students on task, and dealing

with disruptions. The goal is to make sure that everyone in the class can learn and that the teacher doesn't have to spend all their time managing behavior.

Table 3 shows the summary of the extent of classroom management practices of primary teachers in online classes.

Table 3: Extent of Classroom Management Practices of Primary Teachers in Online Classes

Indicators	AWM	DE	TR
1. Personality Dimension	4.48	O	P
2. Teaching Dimension	4.59	A	HP
3. Discipline Dimension	4.57	A	HP
Overall Average Weighted Mean	4.55	A	HP

Legend:

Statistical Range	Descriptive Equivalent (DE)	Transmuted Rating (TR)
4.50 - 5.00	Always (A)	Highly Practiced (HP)
3.50 - 4.49	Often (O)	Practiced (P)
2.50 - 3.49	Sometimes (S)	Moderately Practiced (MP)
1.50 - 2.49	Rarely (R)	Slightly Practiced (SP)
1.50 - 1.49	Never (N)	Not Practiced (NP)

The classroom management practices of primary teachers in online classes obtained an overall average weighted mean of 4.55, described as “Always” with a transmuted rating of "Highly Practiced." This suggests that primary teachers have a high level of practice and proficiency in managing online classrooms. Further, it may indicate that they have successfully adapted their instructional and behavioral management techniques to the online setting, ensuring a smooth and productive learning experience for their pupils.

As stated by Lisciandrello (2020), there are several ways to manage online classrooms, such as checking the technology beforehand, student involvement in establishing norms, emphasizing engagement, creating connections in small group sessions, and starting slowly.

Table 4 presents the significant difference between the extent of classroom management practices of primary teachers in the blended modality.

Table 4: Difference Between the Extent of Classroom Management Practice of Primary Teachers in Blended Modality

	Mean	Mean Difference	N	Std. Deviation	F-value	Sig. Value
Personality						
Face-to-face	4.6500	0.1667	30	.41084	4.005	.000
Online	4.4833		30	.29837		
Teaching						
Face-to-face	4.4933	0.0967	30	.36287	-2.021	.053
Online	4.5900		30	.20902		
Discipline						
Face-to-face	4.5067	0.0666	30	.32688	-2.163	.039
Online	4.5733		30	.24202		
Overall						
Face-to-face	4.5500	0.0011	30	.35749	.033	.974
Online	4.5489		30	.23419		

It shows that there is a significant difference between the extent of classroom management practices of primary teachers in the personality dimension (sig. value = .000) and the discipline dimension (sig. value = 0.039). This means there are notable differences in how primary teachers display and apply classroom management strategies based on their personalities. Moreover, it implies noticeable differences in how primary teachers apply classroom management strategies related to discipline. Therefore, the null hypothesis was rejected.

However, there is no significant difference in the teaching dimension (sig. value = .039). This implies that primary teachers, regardless of their teaching styles or approaches, demonstrate relatively similar in the extent of classroom management practices in this particular dimension. Therefore, the null hypothesis was accepted.

Overall, there is no significant difference between the extent of classroom management practices of primary teachers in blended modality along face-to-face and online classes (sig value = .974). Therefore, the null hypothesis was accepted.

Challenges Encountered and Coping Mechanism of Primary Teachers in Blended Modality

This section presents the challenges encountered and coping mechanisms of primary teachers in blended modality. The result revealed that the primary teachers came across different challenges in blended modality, but despite the struggles, they were able to cope.

Challenges Encountered by Primary Teachers

Three significant themes emerged from the data gathered following the thematic analysis of the responses from the respondents. The result revealed that the primary teachers came across different challenges in blended modality namely: technology issues, passive engagement, and over-involved parents.

Technology Issues. Teachers have widely experienced technical difficulties. As supported by the respondents, Teachers A, D, F, K, and M stated, “*Weak and unstable internet connection disrupts online or synchronous classes.*” Therefore, the quality and reliability of internet connectivity significantly impact the smooth delivery of instruction and pupil engagement in the online learning environment. Moreover, Teacher J reported, “*Pupils getting disconnected from the Google Meet due to poor internet connection.*” When technical difficulties hinder the delivery of instruction, pupils may miss out on valuable learning opportunities, and their academic progress may suffer.

The lack of access to gadgets, such as computers, tablets, or smartphones among pupils was another significant challenge faced by teachers. As reported by Teachers D and F, “*Lack of gadgets and internet connections by the pupils.*” Teachers increasingly rely on technology to deliver instructional content, facilitate discussions, and engage pupils in interactive learning experiences. However, without access to gadgets, pupils are unable to join virtual classrooms, participate in live sessions, or contribute to collaborative projects. This limitation greatly lessens their involvement and active engagement in the learning process.

Passive Engagement. Teachers were challenged with pupils' engagement in online classes; “*some may not ask questions, share their thoughts, or participate in discussions,*” Teacher E reported. “*Participation of the pupils is limited ...,*” as Teacher H added. When it comes to online learning, some pupils may exhibit passive engagement. This means that they are not actively involved or participating in the learning process. Instead, they may be more like observers, just going along without actively contributing or fully engaging with the discussion.

Moreover, Teacher M added, “*... pupils can't concentrate or stay focused during online classes.*” This means that the pupils have a hard time paying attention and staying engaged in the virtual learning environment.

Over-involved Parents. The teachers expressed their struggles with over-involved parents; the findings revealed that teachers found it challenging *because “some parents answer the activities or tasks of their child.”* This means that some parents were taking over the responsibility of completing their child's activities or tasks.

Further, Teacher I shared, “*Pupils can't respond properly when asked about the activities or tasks.*” This can create confusion for teachers, as they are unable to accurately evaluate the child's progress and identify areas that require further support or intervention.

Coping Mechanisms of Primary Teachers

Despite the challenges mentioned, the primary teachers were able to cope with the blended modality. Three emerging themes were identified among the coping mechanisms of primary teachers, namely: backup plan, active learning, and remind parents.

Backup Plan. The teachers are determined to provide improved learning experiences for their pupils, despite the challenges posed by weak internet signals. Teachers A, D, E, F, and K have shared “*I move to a different place to get a better internet signal.*” This demonstrates their dedication to ensuring a smooth online learning environment. By moving to areas with better connectivity, these teachers are taking proactive measures to minimize disruptions and enhance the learning experience for their pupils. Their willingness to adapt and find solutions highlights their commitment to providing quality education, even in the face of technical difficulties.

Moreover, Teachers M, P, and Q expressed, “*... used personal mobile data connection to conduct online classes.*” This implies that the teachers relied on mobile data services to establish an internet connection and facilitate online classes. This resourceful approach demonstrates the adaptability and dedication of teachers in finding alternative solutions to ensure uninterrupted learning opportunities for their pupils.

Further, Teachers K and M shared “*... provide learning materials.*” This indicates that teachers provide learning materials that pupils can access and work on independently, even without an internet connection. This resourcefulness and dedication contribute to maintaining a continuous learning experience for pupils, even in the absence of a reliable Wi-Fi connection.

Active Learning. To make the class engaging and interactive, Teachers E and H mentioned “*... interactive discussions.*” This means that the teachers facilitate online discussions where pupils can actively participate by sharing their thoughts, asking questions, and responding to their peers. This promotes critical thinking and collaboration among pupils. Moreover, Teachers A and N stated, “*Provide interactive activities.*” Interactive activities help pupils stay engaged and motivated, and they also provide feedback that teachers can use to assess pupils’ learning.

Remind Parents. Teachers respectfully remind parents to allow their children to independently complete their assigned activities or tasks. As narrated by Teachers I and K, “*inform parents to let their child do their activities.*” This emphasizes the importance of informing parents to allow their child to complete their activities. Encouraging children with this method promotes the development of crucial skills and fosters a sense of ownership in their learning.

Moreover, Teachers A and D narrated, “*conduct a parent-teacher conference.*” With this conference, teachers can discuss the pupil's progress, address any concerns, and collaborate on supporting the child's education.

IV. Conclusion

The study concludes that most primary teachers are Gen Z and mostly graduates with bachelor's degrees. Moreover, the primary teachers lack international, national, and local training in blended classroom management. Google Classroom is the primary learning management system in most schools. The extent of classroom management practices of primary teachers in face-to-

face classes is “Highly Practiced.” This suggests that primary teachers consistently demonstrate effective classroom management practices across various dimensions in their face-to-face classes. Further, the extent of classroom management practices of primary teachers in online classes is “Highly Practiced.” This suggests that primary teachers have high practice and proficiency in managing online classrooms. The null hypothesis was accepted. The study concludes that primary teachers came across different challenges in blended modality, but despite the struggles, they could cope. Based on the findings and conclusions of the study, it is recommended that primary teachers are highly encouraged to pursue graduate studies to equip themselves with advanced education, specialized knowledge, research opportunities, and professional growth. The researcher strongly suggests that primary teachers regularly attend training, workshops, and webinars to ensure continuous learning and development. For the institutions, especially private schools, the researcher proposes including classroom management in the blended modality in their annual In-service Training to provide learning opportunities, enhance knowledge and skills, and support teachers. Future researchers are strongly encouraged to conduct a study on classroom management in blended modality in other aspects that were not explored in this study.

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