

# TEACHERS' CLASSROOM MANAGEMENT PRACTICES: EFFECTS TO TEACHING AND LEARNING PERFORMANCE

Riona Marie D. Magbutay<sup>1</sup>, MAEd

<sup>1</sup>(Rosalim Integrated School, District of San Jorge, Schools Division of Samar, Department of Education, Philippines)

**ABSTRACT :** Effective classroom management is a cornerstone of successful teaching and learning. Thus, this study investigated the relationship between teachers' classroom management practices and their impact on teaching and learning outcomes in the Districts of San Jorge, Gandara I, and II, Schools Division of Samar, during the School Year 2023-2024. A moderate positive correlation was found between teacher attitude and classroom management. Weak but significant correlations existed between classroom management and both educational attainment and teaching position. Similarly, a weak but significant relationship was observed between classroom management and IPCRF ratings. Crucially, no significant relationship was found between classroom management practices and student academic performance (grades). Recommendations include prioritizing teacher well-being and morale; further exploring the influence of education and position on management styles; broadening IPCRF evaluation criteria; investigating the factors beyond classroom management that impact student grades; providing targeted professional development; and establishing mentoring/coaching programs. Further research is needed to understand the complex interplay of factors affecting student achievement and the nuanced influence of teacher characteristics on classroom practices.

**KEYWORDS :** Classroom management, Teacher performance, Teaching and learning, Teacher training, Academic performance

## I. INTRODUCTION

The impact of classroom management practices on the dynamics of teaching and learning is profound. The way classrooms are organized, student behavior is guided, and interactions are facilitated plays a vital role in shaping the educational experiences of both teachers and learners. Effective classroom management enhances instructional delivery and promotes an environment that supports meaningful and productive learning outcomes [1][5].

Classroom behavior management is a primary responsibility of teachers and must be given high priority to ensure quality learning and minimize disruptive behaviors. When classrooms are well-managed, learning opportunities are maximized and student misconduct is reduced. However, many teachers today encounter significant challenges in managing classroom behavior, which affect their instructional decisions and the classroom management approaches they can effectively implement [6][8].

In the Philippine context, the Department of Education underscores the importance of learner-centered and developmentally appropriate pedagogical approaches. The Policy Guidelines on the K to 12 Basic Education Program emphasize constructivist, inquiry-based, reflective, collaborative, differentiated, and integrative teaching approaches. These principles serve as the foundation for classroom management frameworks that support holistic and inclusive learning [2].

The ability of teachers to organize classroom environments and manage student behavior is essential to achieving positive educational outcomes. While effective classroom management alone does not guarantee high-quality instruction, it establishes the necessary conditions for effective teaching to occur. Conversely, effective instruction helps reduce behavioral problems, although it does not completely eliminate them [3]. Well-managed classrooms encourage active participation and student engagement, whereas poorly managed classrooms often result in disengagement, learning difficulties, and increased behavioral issues [1].

Classroom management refers to the wide range of skills and strategies that teachers use to keep students focused, orderly, and academically productive. Effective classroom management allows teachers to reinforce positive behaviors that support learning while minimizing behaviors that disrupt instruction. Teachers with strong classroom management skills are more likely to establish structured and engaging learning

environments, while those with weaker skills often struggle with disorganized classrooms and disengaged learners [5][12].

Teacher–student interaction is a crucial element of classroom management. Teachers’ management styles influence classroom relationships and the nature of interactions with students. Positive strategies such as recognizing achievements, encouraging appropriate behavior, and fostering respectful communication contribute to a supportive classroom climate. In contrast, frequent criticism and negative feedback may hinder relationships and adversely affect student learning [4][7].

Student behaviors such as inattentiveness, refusal to complete tasks, disrespect, and classroom disruptions divert teachers’ focus from instruction and interfere with students’ learning. Poor classroom management often leads to increased misbehavior, reduced engagement, and limited learning gains. When such behaviors are not addressed early, they may intensify over time and negatively impact students’ academic progress [11].

Classroom challenges are an inevitable part of the teaching profession. Teachers commonly face difficulties such as limited instructional resources, heavy workloads, time constraints, and behavioral concerns. Addressing these challenges is essential to improving teachers’ well-being and enhancing student achievement, ultimately contributing to improved educational quality [6].

In the Philippines, classroom discipline remains one of the most persistent challenges in education. Many teachers feel inadequately prepared to address diverse behavioral issues, and schools often lack sufficient support systems to manage moderate to severe behavioral problems. Compared to previous years, classrooms have become increasingly complex, with more students exhibiting behavioral difficulties and teachers receiving limited training in classroom management strategies [9].

In the Districts of San Jorge, Gandara I, and Gandara II during School Year 2022–2023, numerous Grade 7 teachers experienced challenges related to classroom management. These challenges included difficulties in lesson preparation, excessive teaching loads due to additional coordinatorship duties, unsatisfactory classroom observation ratings, insufficient learning materials, and persistent student misbehavior. As a result, students’ academic performance across School Years 2020–2021, 2021–2022, and 2022–2023 consistently fell below mastery level based on reported Mean Percentage Scores [10].

In light of these concerns, this study determined the effects of teachers’ classroom management practices on students’ academic performance in the Districts of San Jorge, Gandara I, and Gandara II, Schools Division of Samar, during the School Year 2023–2024.

## II. RESEARCH QUESTIONS

This study determined the effects of classroom management practices of the teachers on the students’ academic performance in the Districts of San Jorge, Gandara I and II, Schools Division of Samar, during the School Year 2023-2024. While classroom management is widely recognized as a critical aspect of effective education, there remains a gap in comprehensive understanding regarding the precise ways in which these strategies exert their influence. This study sought to fill the gap by examining how well-designed classroom management practices affected student engagement, behavior, and overall learning experiences.

Specifically, the study sought to answer the following questions:

1. What is the profile of the teacher-respondents in terms of the following:
  - 1.1 age and sex;
  - 1.2 civil status;
  - 1.3 gross monthly family income;
  - 1.4 highest educational attainment;
  - 1.5 teaching position;
  - 1.6 number of years in teaching;
  - 1.7 number of relevant in-service training; and
  - 1.8 attitude toward classroom management?
2. What are the classroom management practices of the teacher-respondents along:
  - 2.1 disciplinary interventions;
  - 2.2 teacher-student relationships;
  - 2.3 rules and procedures; and
  - 2.4 classroom management style?
3. What is the performance of the teacher-respondents in terms of their latest IPCRF?
4. What is the academic performance of the student-respondents in terms of their mean grades during the first and second quarters of the School Year 2023-2024?
5. Is there a significant relationship between the classroom management practices of the teacher-respondents based on the aforementioned parameters and the following:
  - 5.1 teacher’s personal profile variates;
  - 5.2 teacher’s performance based on IPCRF; and

5.3 students' academic performance?

6. What intervention program may be proposed based on the findings of the study?

### III. CONCEPTUAL FRAMEWORK

Figure 1 shows the conceptual framework of the thesis entitled, 'Teachers' Classroom Management Practices: Effects to Teaching and Learning Performances', which outlines the structure that elucidates the interplay between management practices and their impact on educational processes.

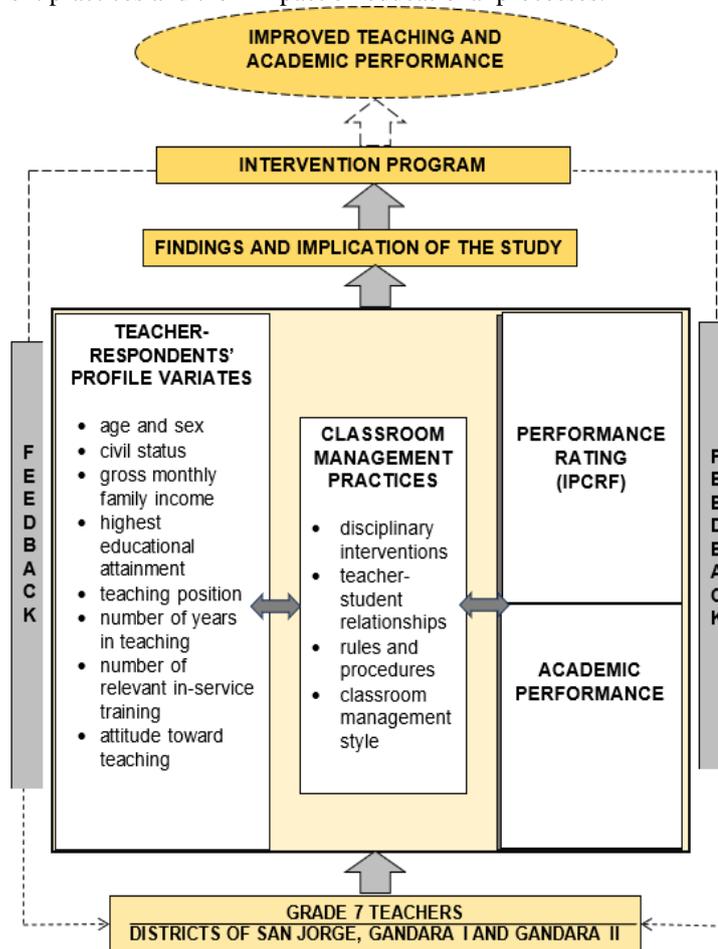


Figure 1. the paradigm of the study

### IV. METHODOLOGY

#### Research Design

A descriptive-correlation type of research was applied in the study to determine the teachers' classroom management practices and their effects on the teaching and learning performance of the secondary schools in the Districts of San Jorge, Gandara I and II, Schools Division of Samar during the School Year 2023-2024. More specifically, the study managed a descriptive evaluation of the personal profile of the teacher-respondents based on their age and sex, civil status, gross monthly family income, highest educational attainment, teaching position, number of years in teaching, number of relevant in-service training, and attitude toward teaching.

The classroom management strategies practiced by the teacher-respondents, along with disciplinary interventions, teacher-student relationships, rules and procedures, and classroom management style, were correlated with the performance rating of the teacher-respondents based on the latest IPCRF, as well as their personal profile, and with the students' academic performance.

#### Locale of the Study

Figure 2 shows the Map of San Jorge which is the locale of the study. This study was conducted in the District of San Jorge, encompassing five secondary schools within the district: San Jorge National High School, located in Poblacion 2 (the town proper); Buenavista National High School, situated in Brgy. Buenavista; Blanca Aurora Integrated School, positioned in Brgy. Blanca Aurora; Matalud Integrated School, located in Brgy. Matalud; and Rosalim Integrated School, positioned in Brgy. Rosalim along the Maharlika Highway.

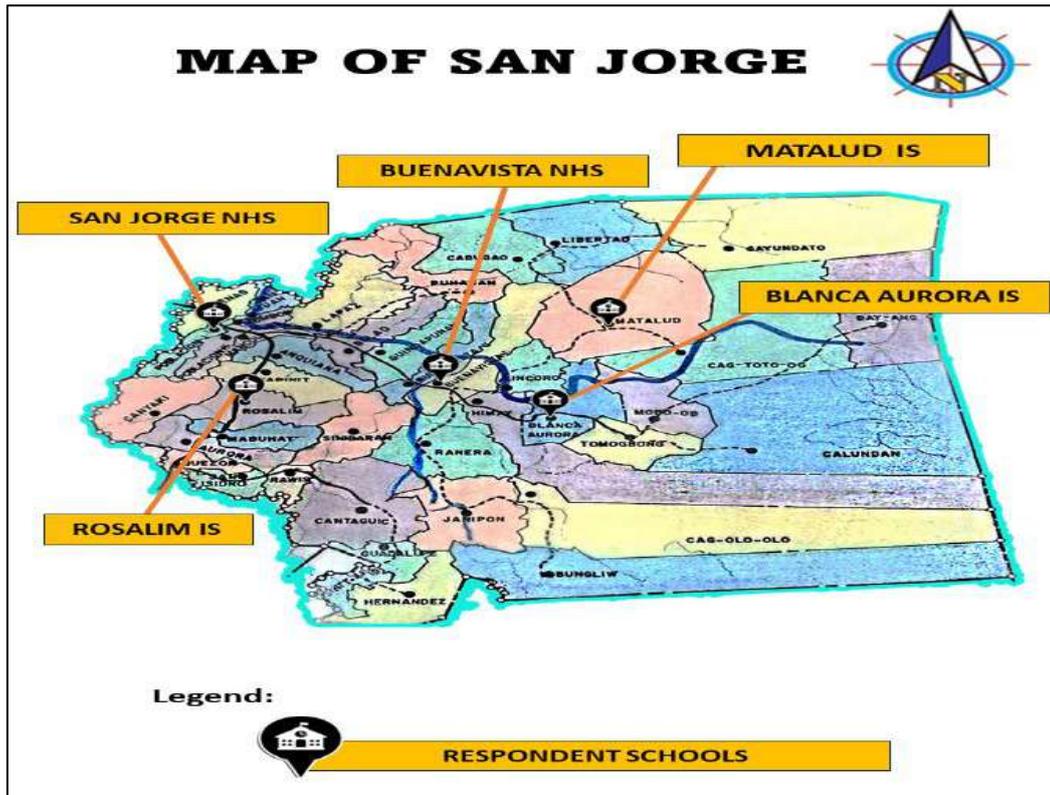


Figure 2. The map showing the locale of the study

Additionally, this study also includes Gandara II Districts, which consists of the following secondary schools, Piñaplata Integrated School – Located in Brgy. Piñaplata, Sto. Niño Integrated School is positioned in Brgy. Sto. Niño, Hampton Integrated School, situated in Brgy. Hampton and Matuguinao National High School is found in Matuguinao.

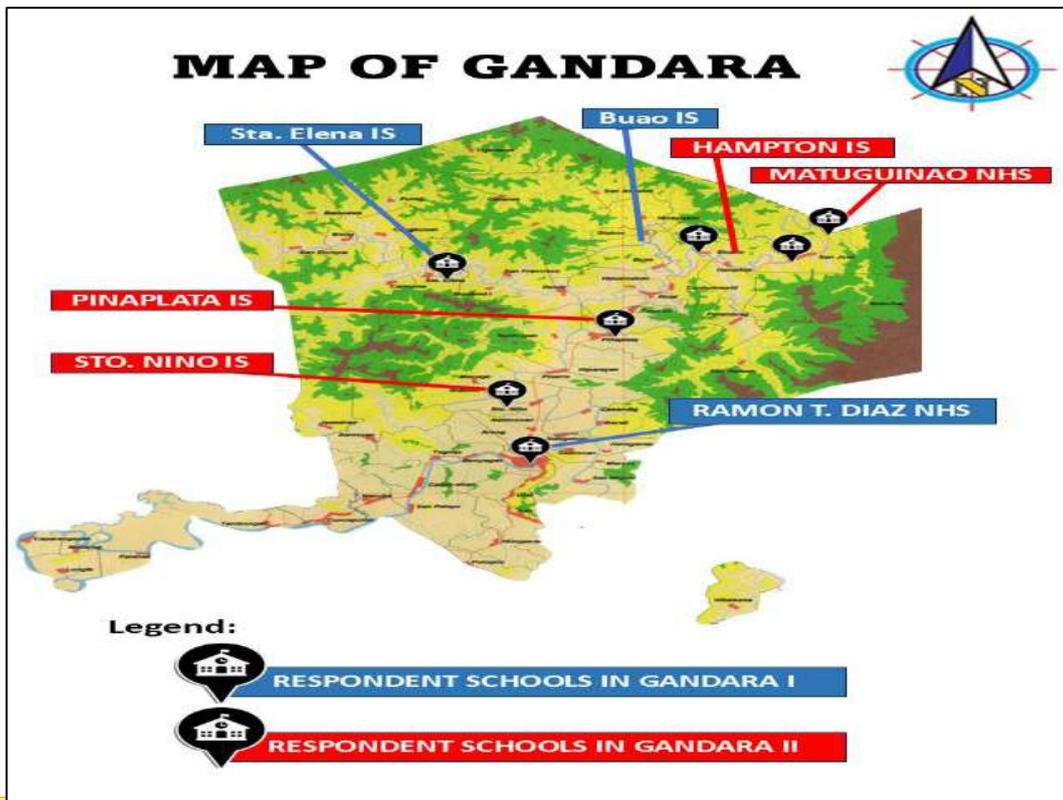


Figure 3. The map showing the locale of the study

### Instrumentation

The researcher utilized a survey questionnaire as the primary data collection instrument, complemented by documentary analysis to obtain teachers' performance ratings (IPCRF) and students' academic performance. The questionnaire was adapted from the Teachers' Classroom Management Questionnaire (TCMQ) developed by Asif et al. (2023), a validated instrument designed to assess classroom management practices and pedagogical effectiveness. TCMQ has undergone reliability and validity testing, making it a credible measure for evaluating classroom management strategies (Asif et al., 2023). Necessary modifications were made to align the questionnaire with the specific objectives of the study.

The questionnaire for the teacher-respondents was composed of three parts.

Part I gathered personal profile information such as age, sex, civil status, gross monthly family income, highest educational attainment, teaching position, number of years in teaching, number of relevant in-service trainings, and attitude toward teaching.

Part II assessed the attitude of the teacher-respondents toward teaching. A five-point Likert scale was used for the attitudinal questionnaire, with 5 indicating Strongly Agree (SA), 4 indicating Agree (A), 3 indicating Uncertain (U), 2 indicating Disagree (D), and 1 indicating Strongly Disagree (SD).

Part III included the classroom management strategies practiced by the teacher-respondents, along with disciplinary interventions, teacher-student relationships, rules and procedures, and classroom management style. The Thurstone scale was used for this part of the questionnaire, with 5 representing Extremely Practiced (EP), 4 representing Highly Practiced (HP), 3 representing Moderately Practiced (MP), 2 representing Slightly Practiced (SP), and 1 representing Not Practiced (NP).

To assess students' academic performance, the researcher utilized official school records, specifically School Form 5 (SF5) - Report on Promotion and Level of Progress and Achievement, and School Form 10 (SF10) - Learner's Permanent Academic Record, to gather the Mean and MPS for the first and second quarters of SY 2022–2023. These documents served as reliable sources of quantitative data to establish correlations between classroom management practices and academic outcomes.

### Validation of Instrument

The questionnaire developed by the researcher was validated through expert validation where suggestions from the panel members were integrated before the final draft was reproduced. Likewise, pilot testing was also conducted by the researcher on a sample of 10 teachers from District of Gandara through a one time-test using Cronbach's Alpha formula (Raagas, 2010:78-80).

### Data Gathering Procedure

To ensure proper authorization, the researcher sought a letter of approval from the Schools Division Superintendent of the Schools Division of Samar to conduct the study. Following approval, coordination letters were sent to Public Schools District Supervisors and school heads to request assistance in distributing and retrieving the questionnaires.

The data collection was conducted on November 6, 2023, with the researcher personally administering the questionnaires to the respondents. Clear instructions were provided to ensure that teachers fully understood the survey and had ample time to complete it.

Despite careful planning, several challenges emerged during the data-gathering process. Given that the study covered multiple districts and schools, scheduling visits required significant time and effort. Additionally, some schools had conflicting schedules due to academic activities, teacher training sessions, and administrative responsibilities, making it difficult to meet all respondents at once. Furthermore, some teachers were initially hesitant to participate due to heavy workloads and skepticism about the study's purpose. To address these concerns, the researcher ensured confidentiality, provided a clear explanation of the study's significance, and encouraged voluntary participation.

Another challenge was ensuring the complete retrieval of questionnaires, as some teachers were absent or unavailable during the data collection period. To mitigate this, the researcher collaborated closely with school ICT coordinators and department heads to facilitate proper distribution and retrieval. Through persistent follow-ups, a 100% response rate was successfully achieved.

Once all 106 completed questionnaires were collected, the researcher faced the additional task of data entry, cleaning, and verification to maintain accuracy and consistency. To streamline this process, Microsoft Excel was used for tabulation and data organization, ensuring that any inconsistencies were addressed before proceeding with data analysis.

The study was conducted during School Year 2023-2024 in the Districts of San Jorge, Gandara I, and Gandara II, Schools Division of Samar, with data collection officially carried out on November 6, 2023.

## V. SUMMARY OF FINDINGS

The following were the salient findings of the study:

1. The majority of the teacher-respondents in the study fall within the age bracket of 27 to 31 years old, comprising 38.68% of the total sample. A significant portion, 20.75%, is composed of teachers aged 32 to 36, while another substantial group of 16.98% are aged 22 to 26. The median age of the respondents is 30 years old, with an average deviation of 5.46 years from the mean, indicating a relatively spread-out age distribution. In terms of gender, the data shows a predominance of female teachers, with 77 female respondents compared to 29 male respondents.
2. The majority of the teachers surveyed, representing 50.94% of the respondents, are married. A significant portion, comprising 49.06% of the group, are single. It's worth noting that no widowed teachers were reported in the data.
3. The majority of the teacher-respondents fall within the 25,000 to 29,999 gross monthly income brackets, suggesting a concentration of teachers in the lower to middle income tier. Additionally, the substantial portion of teachers earning 45,000 and above indicates a disparity in income levels within the teaching profession.
4. The overwhelming majority of teacher-respondents (86.79%) hold a Baccalaureate degree with additional Master's units, indicating a strong emphasis on continued education within the profession. A smaller percentage, 6.60%, possess a Baccalaureate degree as their highest qualification, while 5.66% have completed a Master's degree. Only a negligible portion (0.94%) have pursued doctoral studies beyond the Master's level. Notably, no respondents hold a PhD or EdD.
5. The majority of the teacher respondents, constituting 39.62% of the sample, hold the Teacher I position. This is followed by a significant number of Teacher III positions at 34.91%. The Teacher II position accounts for 23.58% of the respondents, while Master Teacher I and Master Teacher II positions each represent a small portion of the sample, at 0.94% respectively. This data suggests a concentration of teachers in the early to middle stages of their career ladder.
6. The majority of the teacher respondents, representing 50% of the sample, have less than one to five years of teaching experience. This indicates a relatively young teaching force. A substantial portion, 34.91%, have been teaching for 6 to 10 years. The number of teachers with more experience decreases progressively, with 8.49% having 11 to 15 years of experience, 2.83% with 16 to 20 years, and 1.89% in both the 21-25- and 26-30-year ranges.
7. Teachers reported the highest frequency of training at the school level, with a weighted mean of 2.50, indicating "oftentimes". At the district level, training occurred "sometimes," as reflected by the weighted mean of 2.29. Training at the division level also fell into the "sometimes" category with a weighted mean of 1.72. In contrast, both regional and national level training were reported as occurring "never," with weighted means of 1.11 and 1.05 respectively. This suggests a significant disparity in the frequency of training across different administrative levels, with a heavier emphasis on school and district-based professional development.
8. The results of the survey indicate a generally positive outlook among teachers towards their profession. The calculated grand weighted mean of 4.43 for teacher attitude falls under the "agree" category, suggesting overall contentment. Enthusiasm peaks when it comes to the actual act of teaching, as evidenced by the highest weighted mean of 4.80 for the statement "I love teaching," classified as "strongly agree." Conversely, the less favorable attitude is directed towards lesson planning, with a weighted mean of 3.80 and an interpretation of "agree."
9. Teacher-respondents demonstrated a high level of proficiency in classroom management practices along with disciplinary interventions, with an overall weighted mean score of 4.09. This indicates that these strategies are frequently and effectively employed in their classrooms. Notably, teachers excelled in positive reinforcement techniques, as evidenced by the highest weighted mean of 4.50 for "Praise students for desirable behavior and things accomplished." This suggests an emphasis on creating a supportive and encouraging learning environment. Conversely, the lowest weighted mean of 3.34 for "Call parents' attention to students' misbehavior" indicates that teachers tend to rely less on involving parents in addressing student misconduct and may prefer to handle such issues within the classroom environment.
10. Teacher-respondents reported a high level of proficiency in both classroom management practices along with cultivating positive teacher-student relationships, with an overall weighted mean of 4.42. This indicates that these aspects of teaching are widely implemented and prioritized. Notably, teachers demonstrated exceptional skills in engaging with students, as evidenced by the highest weighted mean of 4.83 for "Make eye contact with each student during discussions." However, the lowest weighted mean of 3.34 for "Provide school materials for needy students" suggests that while teachers are generally

skilled in classroom management and building relationships, addressing students' material needs presents a greater challenge.

11. Teacher-respondents demonstrated a strong commitment to classroom management practices, particularly in establishing rules and procedures, with an overall weighted mean of 4.10. This suggests that these elements are consistently incorporated into their teaching. The highest weighted mean of 4.51 for "Provide a set of rules at the beginning of classes" indicates that teachers prioritize clear expectations from the outset. However, the lower score of 3.44 for "Involve students in the design of rules and procedures" suggests that while teachers establish rules, there may be less emphasis on student input in the process.
12. Teacher-respondents reported a high level of proficiency in overall classroom management practices along classroom management style, with an average score of 4.41. This indicates a strong foundation in managing classroom dynamics. Teachers particularly excelled in communicating their rationale for classroom rules and decisions, scoring the highest with a mean of 4.66. This suggests that teachers prioritize transparency and understanding in their management approach. While all aspects of classroom management were rated highly, the lowest score of 4.08 for "I do not accept excuses from a student who is tardy" indicates that while there is a general consistency in enforcing punctuality, there might be some variation in tolerance levels among teachers.
13. The majority of teachers, comprising 53.77% of the respondents, demonstrated exceptional performance with IPCRF ratings of 4.50 to 5.00, categorized as "outstanding." A significant number, 45.28%, achieved "very satisfactory" ratings, falling within the 3.50 to 4.49 range. Only one teacher (0.94%) was rated "satisfactory" with scores between 2.50 and 3.49.
14. The majority of students (33.81%) achieved a mean grade of 80-84 during the first quarter of the 2023-2024 school year. This was followed by a significant number of students (26.98%) who earned a mean grade of 90-95. While these results indicate a generally strong academic performance, it's noteworthy that a considerable portion of students (19.78%) fell within the 70-79 range, indicating areas where additional academic support might be beneficial. A smaller group of students (19.06%) obtained mean grades of 85-89, demonstrating solid academic achievement. Only a very small percentage (0.36%) of students reached the highest-grade range of 96-100.
15. During the second quarter of the 2023-2024 school year, the majority of students (30.94%) achieved a mean grade of 90-95. This indicates a strong academic performance. A significant number of students (27.70%) also attained a mean grade of 80-84, demonstrating satisfactory progress. Additionally, 22.66% of the students scored within the 85-89 range, signifying good academic standing. While a smaller proportion of students (15.47%) fell within the 70-79 range, indicating areas for potential academic support, a small but notable group (3.24%) achieved the highest-grade range of 96-100.
16. The survey result indicates that three teacher profile variates (highest educational attainment, teaching position, and attitude toward teaching) showed significant correlation with the classroom management practices of the teacher-respondents based on the aforementioned parameters (disciplinary interventions, teacher-student relationships, rules and procedures, and classroom management style).
17. In looking into the relationship between the classroom management practices of the teacher-respondents and the teachers' highest educational attainment, the correlation was significant since the p-value is 0.018 which is lower than the significance level of 0.05. However, the strength of correlation is weak since the spearman rho value is -0.230.
18. In looking into the relationship between the classroom management practices of the teacher-respondents and the teachers' teaching position, the correlation was significant since the computed p-value is 0.043. However, the strength of correlation is very weak since the spearman rho value is -0.197.
19. In looking into the relationship between the classroom management practices of the teacher-respondents and the teachers' attitude toward teaching, the correlation was significant since the computed p-value is 0.000 which is lower than the significance level of 0.05. The correlation strength is moderate since the spearman rho value is 0.542.
20. The remaining teacher-respondents' profile, such as age, sex, civil status, gross monthly family income, number of years in teaching, and relevant in-service training showed no significant correlation with the classroom management practices of the teacher-respondents based on the aforementioned parameters (disciplinary interventions, teacher-student relationships, rules and procedures, and classroom management style).
21. The null hypothesis which states that there is no significant relationship between the classroom management practices of the teacher-respondents based on the aforementioned parameters (disciplinary interventions, teacher-student relationships, rules and procedures, and classroom management style) and their performance based on IPCRF was rejected since the computed p-value is 0.003 which is lower than the significance level of 0.05. However, the strength of this relationship is weak since the spearman rho value is 0.288.

22. There is no significant relationship between classroom management practices and student academic performance, as measured by mean grades in both the first and second quarters. The null hypothesis, which states that there is no significant relationship between the classroom management practices of the teacher-respondents based on the aforementioned parameters and the students' academic performance, was accepted. This is because the computed p-value for the mean grade during the first quarter of SY 2023-2024 is 0.787, which is higher compared to the significance level of 0.05. Also, the computed p-value for mean grade during the second quarter of SY 2023-2024 is 0.462, which is higher compared to the significance level of 0.05.

## VI. CONCLUSION AND RECOMMENDATION

Based on the findings of the study, it can be concluded that the teaching workforce in the area under investigation is relatively young, predominantly female, and largely composed of early-career teachers holding Teacher I and II positions. Despite being in the initial stages of their professional careers and having limited access to higher-level training opportunities, teachers generally demonstrate strong classroom management skills, positive attitudes toward teaching, and high levels of performance as reflected in their IPCRF ratings. They prioritize positive teacher–student relationships, establish clear classroom rules, and employ effective management strategies grounded in transparency and positive reinforcement. Students, in turn, exhibit generally satisfactory to high academic performance, with observable improvement across grading periods. However, the study reveals that while teachers' attitudes toward teaching have a meaningful and moderate influence on classroom management practices, demographic variables and professional characteristics such as age, sex, income, years of teaching, and in-service training show no significant relationship. Moreover, although classroom management practices are weakly associated with IPCRF ratings, no significant relationship is found between these practices and students' academic performance, suggesting that student achievement is influenced by a broader and more complex set of factors beyond classroom management alone.

In light of these conclusions, it is recommended that schools and education stakeholders place stronger emphasis on enhancing teacher well-being, morale, and job satisfaction, as these are shown to have the most meaningful relationship with effective classroom management practices. Institutional initiatives such as recognition programs, workload management, and supportive school cultures should be strengthened to sustain teachers' positive attitudes toward teaching. Additionally, targeted and differentiated professional development programs should be designed to address the varying needs of teachers based on career stage, educational attainment, and teaching position, complemented by formal coaching and mentoring systems to support instructional growth and improve IPCRF performance. School administrators are further encouraged to regularly validate and interface with teachers to provide constructive feedback and instructional support. Finally, given the absence of a significant relationship between classroom management and student academic performance, future research should explore other contributory factors such as curriculum quality, instructional strategies, learner characteristics, parental involvement, and access to resources, using both quantitative and qualitative approaches to gain a more holistic understanding of what drives student learning outcomes.

## VII. ACKNOWLEDGEMENTS

The researcher expresses her deepest gratitude to the individuals and institutions whose support and guidance made this research possible.

First and foremost, she would like to extend her heartfelt thanks to **Dr. Gina L. Palines**, Education Program Supervisor of the Schools Division of Samar, for her invaluable advice, mentorship, and encouragement as her thesis adviser. Dr. Palines' unwavering support has greatly contributed to the completion of this study.

Sincere appreciation is also extended to **Dr. Nimfa T. Torremoro**, Dean of the Graduate School of Samar College, for her leadership as Chairperson of the Panel for Oral Defense. The researcher is deeply grateful for her constructive feedback and unwavering guidance.

The researcher also extends her gratitude to the distinguished members of the Oral Defense Panel: **Dr. Letecia R. Guerra**, Vice President for Basic Education of Samar College, **Dr. Michelle L. Mustacisa**, District Supervisor of the Schools Division of Catbalogan City, **Dr. Guillermo D. Lagbo**, Faculty of the College of Graduate Studies of Samar College and **Ms. Janice Colebra**, Secondary School Teacher III at Samar National High School. Their expertise, thoughtful insights, and valuable recommendations have been instrumental in enhancing the quality of this work.

Special thanks are extended to **Dr. Bernardo A. Adina**, former Schools Division Superintendent of the Schools Division of Samar, as well as the District Supervisors of the Districts of San Jorge, Gandara I, and Gandara II, and the School Principals, Head Teachers, and Teachers-in-Charge of the public secondary schools in these districts. Their approval to conduct the study among the Grade 7 teachers was crucial for the successful data collection, and the researcher is sincerely appreciative of their cooperation and support.

The researcher also acknowledges the unwavering love and support of her **family**, especially her **husband, Ashton Jacob Graves**. His patience, understanding, and encouragement have been a constant source of strength throughout this academic journey.

Lastly, the researcher offers her utmost gratitude to the **Almighty God** for the life, strength, and blessings bestowed upon her, which made the completion of this research a reality.

#### REFERENCES

- [1] Apalla, R. J. M. (2020, October 18). Classroom management in Filipino class: Why it matters? PressReader.
- [2] Department of Education. (2019). Policy guidelines on the K to 12 Basic Education Program (DepEd Order No. 21, s. 2019). Department of Education, Philippines.
- [3] Emmer, E. T., & Stough, L. M. (2021). Classroom management: A critical part of educational psychology with implications for teacher education. *Educational Psychologist*.
- [4] Fisher, D., Frey, N., & Pumpian, I. (2012). How to create a culture of achievement in your school and classroom. ASCD.
- [5] Glossary of Education Reform. (2014, November 26). Classroom management. <https://www.edglossary.org/>
- [6] Indic Education. (2022, December 15). Common teaching challenges experienced by teachers in the classroom. <https://www.indiceducation.com>
- [7] Jahangiri, L., & Mucciolo, T. (2012). A guide to better teaching: Skills, advice, and evaluation for college and university professors. Rowman & Littlefield.
- [8] Lumadi, M. W. (2013). Challenges besetting teachers in classroom management. *Journal of Social Sciences*.
- [9] Milapre, M. (2015). Classroom management practices of teachers. State College, Sorsogon City, Philippines.
- [10] PROMEDS. (2023). Performance monitoring and evaluation data system (4th Quarter, SY 2020–2021, SY 2021–2022, SY 2022–2023). Schools Division of Samar.
- [11] Sweigart, C. (2023, May 5). How to help a teacher with poor classroom management: 4 helpful strategies. <https://limened.com/>
- [12] Vittone, T. (2016, May 13). Classroom management strategies for educators.