

Teachers' Classroom Management Practices and Learners' Behavior

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ABSTRACT

Classroom management is vital in shaping learners' behavior and classroom dynamics. This study examined teachers' classroom management practices and learners' behavior, considering teacher profiles (age, sex, position, experience, educational attainment, training, class size) and learner profiles (age, sex). Management practices included rule-setting, enforcement, behavior management, engagement, and positive reinforcement, while learner behavior was measured by on-task behavior, respect for rules, peer interaction, participation, and self-regulation. The study involved 150 Grade 6 teachers and 300 learners using a descriptive-correlational design with universal and simple random sampling. Data were gathered through a researcher-made questionnaire and analyzed with mean, percentage, standard deviation, F-test, and Pearson r correlation. Findings showed that establishing rules had the highest mean, while consistent enforcement was lowest. Teachers rated learners highest in respect for rules and lowest in self-regulation, while learners rated themselves highest in on-task behavior and lowest in respect for rules. Significant correlations emerged between classroom management and learner behavior, with differences across teacher and learner profiles. The study concludes that strong classroom management enhances positive learner behavior. Guided by the theory of classroom behavior responsiveness, it recommends focused training on consistent rule enforcement and sustained professional development to strengthen classroom management practices.

Keywords: Teachers' Classroom Management Practices, Learners' Behavior

Background of the Study

Education serves as the foundation of progress, with classrooms shaping young minds for the future. In the Villanueva North and Jasaan Districts, public elementary schools play a vital role in learning and character development, yet teachers face major challenges in managing classrooms effectively. Overcrowded classes of 40–50 pupils, limited materials, outdated facilities, and the socio-economic struggles of families make individualized instruction and discipline difficult. Many students come from low-income households with minimal parental support, arrive at school without proper meals, and exhibit varied behaviors shaped by different home environments. Thus, teachers often act not only as educators but also as counselors, mediators, and second parents. Despite these difficulties, teachers remain committed to creating structured and positive learning environments. This underscores the need to explore effective classroom management strategies suited to the district's unique context. Globally, proactive approaches such as clear expectations, routines, and positive reinforcement have proven more effective than punitive measures (Wang et al., 2021; Emmer & Evertson, 2020). In the Philippines, DepEd has promoted student-centered practices through the Positive Discipline Framework (2021), emphasizing

relationship-building and restorative discipline. However, rural schools like those in Villanueva and Jasaan struggle to implement these due to large class sizes, scarce resources, and limited professional development (Garcia, 2023). To address these gaps, DepEd highlights teacher growth through initiatives such as Learning Action Cells (DepEd Order No. 35, s. 2016). This study, therefore, aims to examine classroom management practices and learner behavior in the Jasaan and Villanueva North Districts, Division of Misamis Oriental, S.Y. 2025–2026. Specifically, it seeks to describe teacher and learner profiles, assess management practices, analyze student behavior, determine the relationship between management and behavior, and identify behavioral differences when grouped by profile.

Literature and Related Studies

This section reviews literature and studies on teachers' classroom management practices and learners' behavior. Teachers set the classroom tone through strategies such as establishing and enforcing rules, managing student conduct, engaging learners, and applying positive reinforcement. These practices influence learners' behaviors, including attentiveness, respect for rules, peer interaction, participation, and self-regulation.

Teachers' Profile

Understanding teachers' characteristics helps explain classroom management practices and their impact on learners. Key factors include age, sex, position, years of teaching experience, educational attainment, professional development, and class size.

Age

Studies show age shapes student behavior and teacher responses. Younger students require more structure and reinforcement, while older students demonstrate better self-regulation (Santos & Reyes, 2020; Rodriguez & de Guzman, 2021; Baker et al., 2020). Filipino studies confirm that older learners comply better with rules (Dela Cruz, 2023).

Sex

Research suggests gender influences management approaches. Male teachers are often more discipline-focused, while female teachers foster nurturing environments (Martin & Shoho, 2000; Lohmann et al., 2021). Some studies, however, find no significant gender differences, highlighting training and personality as stronger determinants (Bagum et al., 2024).

Position

A teacher's role affects management strategies. Reports note that leadership roles and higher positions correlate with more structured practices and confidence in handling behavior (NCES, 2022; NEA, 2024). Grade-level differences also shape strategies, with elementary teachers facing developmental needs and secondary teachers managing broader behavioral issues (Learning Policy Institute, 2024; Teacher Task Force, 2020).

Years of Teaching Experience

Experience enhances self-efficacy and strategy use. Veteran teachers anticipate and address disruptions more effectively, using proactive approaches such as positive reinforcement and individualized interventions (Catalano et al., 2022; Oberthur, 2021; Santos & Reyes, 2020; Baker et al., 2020).

Educational Attainment

Higher degrees correlate with more evidence-based and reflective classroom management, resulting in better handling of disruptive behaviors and improved student outcomes (Santos & Reyes, 2020; Rodriguez & de Guzman, 2021; Baker et al., 2020; Thompson et al., 2021; Piosca & Taganas, 2024).

Seminars/Trainings

Professional development improves teachers' confidence and skills in behavior management. Studies confirm that those who attend more trainings use effective strategies such as positive reinforcement and conflict resolution, leading to improved student behavior (Lang & Townsley, 2021; RethinkEd, 2023; Santos & Reyes, 2020; McGuire et al., 2023).

Class Size

Large classes hinder individualized instruction and effective discipline, while smaller classes allow closer teacher-student interaction and better behavioral outcomes (Sarmiento et al., 2021; Wang et al., 2021; Wang & Calvano, 2022). In the Philippine setting, teachers report that managing overcrowded classes remains a major challenge despite training and professional development (Santos & Reyes, 2020; Baker et al., 2020; Thompson et al., 2021).

Learners' Profile

Understanding learners' characteristics such as age, sex, and grade level helps teachers design management strategies that support growth and positive behavior.

Age

Developmental stage strongly influences student conduct. Younger learners require more structure and reinforcement, while older students display greater self-regulation (Clamares & Clamares, 2023; Unal & Unal, 2024). This highlights the need for age-appropriate approaches that balance discipline with engagement.

Sex

Research shows differences in behavior and teacher perceptions. Boys are often rated as more behaviorally challenging (Sheaffer et al., 2021; Kanwal & Bashir, 2022), though some disparities reflect teacher bias rather than actual conduct. These findings suggest that classroom strategies should be sensitive to gender dynamics while avoiding stereotyping.

Teachers' Classroom Management Practices

Effective classroom management ensures order, engagement, and positive student outcomes. Core practices include setting rules, enforcing them consistently, managing behavior, promoting engagement, and applying positive reinforcement.

General Approaches

Studies confirm that structured routines, clear expectations, and positive reinforcement reduce misbehavior and enhance participation (Ozen & Yildirim, 2022; Kumari & Biswas, 2024; Nisar et al., 2019). In the Philippines, culturally responsive practices (Bernardo, 2019) and teacher self-efficacy (Dela Cruz, 2023) strengthen classroom harmony, while adaptability to student diversity is vital for novice teachers (Felisilda, Labitad, & Comon, 2024).

Establishing Rules

Clearly defined rules guide student behavior and reduce disruptions (Hepburn & Beamish, 2019; Afalla & Fabelico, 2020). Consistently reinforced expectations foster accountability and responsibility (Thi & Nguyen, 2021; Paramita et al., 2021).

Consistent Enforcement

Uniform application of rules promotes fairness and credibility, reducing misbehavior (Journal of School Health, 2022; Afalla & Fabelico, 2020). Filipino studies show that consistent enforcement tied to cultural values fosters cooperation (Bernardo, 2019; Dela Cruz, 2023). Predictability also reassures students and enhances discipline (Navarro, 2023; Hernandez & Mendoza, 2022; Alvarez, 2021).

Behavior Management

Proactive strategies such as preventive interventions, positive reinforcement, and restorative practices improve self-regulation and respect (Rodriguez & de Guzman, 2021; Santos, 2022; Baker et al., 2020). Building trust-based relationships further reduces misbehavior and motivates learners (Cruz & Reyes, 2021; O'Connor & McCartney, 2021).

Student Engagement

Engaged learners are less disruptive and achieve more. Interactive tools, gamification, group projects, and culturally responsive teaching all improve participation (Chen & Wu, 2020; Kim & Lee, 2021; Dela Cruz, 2021; Rodriguez & Santos, 2022; Ong & Garcia, 2023).

Positive Reinforcement

Acknowledging good behavior through praise and feedback increases its recurrence (Skinner, 1960; Rafi et al., 2020). Filipino studies confirm that positive reinforcement promotes responsibility, cooperation, and academic success (Escobal et al., 2022; Alberto et al., 2022; Afalla & Fabelico, 2020).

Learners' Behavior

Learners' behavior is central to the educational process, influencing both academic outcomes and classroom climate. Effective management practices shape key dimensions of behavior, namely on-task focus, respect for rules, peer interaction, participation, and self-regulation.

Rodriguez and de Guzman (2021) found that Filipino teachers who established rules, routines, and reinforcement—often grounded in cultural values—were more effective in reducing disruptions and promoting respect. Similarly, Santos (2022) emphasized that proactive, consistent, and fair strategies foster positive conduct. Internationally, Baker et al. (2020) showed that restorative practices (e.g., conflict resolution, reflective talks) build self-regulation and accountability, creating a supportive classroom environment.

On-Task Behavior

On-task behavior—the ability to stay engaged—depends largely on teacher practices. Reviews (Frontiers in Education, 2023) show that student-centered approaches enhance focus and autonomy. Bennett and Gitomer (2019) stressed clear expectations and routines, while Santos and Reyes (2020) confirmed that culturally relevant strategies sustain attention in Philippine classrooms. Positive teacher–student interactions (Kim & Park, 2021; Garcia & Lee, 2022) and localized approaches (Dela Cruz, 2023) further boost focus. Afalla and Fabelico (2020) linked strong management and on-task behavior with higher academic performance.

Respect for Classroom Rules

Clear, consistently enforced rules foster discipline and respect. The Influence of Classroom Management on Students' Behavior (2024) confirmed this, while Paramita et al. (2021) stressed the need for clear expectations. Studies in the Philippines (Rodriguez & de Guzman, 2021; Santos, 2022) showed that structured classrooms and value-based strategies strengthen compliance. Restorative practices (Baker et al., 2020) and culturally sensitive cues (Cruz & Reyes, 2021) likewise promote adherence.

Interaction with Peers

Positive peer interaction supports social-emotional growth and classroom harmony. Student-centered communication (Frontiers in Education, 2023) and a respectful climate (Gokalp & Can, 2021) foster cooperation. Group work and structured peer tasks (Cruz & Reyes, 2021; Rodriguez & de Guzman, 2020) reduce disruptions. International findings (Thompson et al., 2019; Johnson et al., 2022) show that cooperative learning builds motivation, conflict resolution skills, and respectful behavior.

Participation in Learning Activities

Well-managed classrooms increase participation, which drives engagement and academic success. Relevant, stimulating activities (Edutopia, 2024) and interactive lessons (Santos, 2021) reduce misbehavior. Structured tasks (Rodriguez & de Guzman, 2020) and interest-based design (Baker et al., 2019) foster discipline. Collaborative learning (Thompson et al., 2020) and participatory strategies in local schools (Dela Cruz, 2023) build motivation, ownership, and respectful conduct.

Self-Regulation

Self-regulation strengthens independence, focus, and emotional control. Learner-centered approaches (Frontiers in Education, 2023) and training programs (Freiberg et al., 2020) improve accountability. Filipino teachers' use of mindfulness and goal-setting (Rodriguez & de Guzman, 2021; Santos, 2020) was linked to greater task completion and reduced misbehavior. Internationally, reflection tools (Baker et al., 2020) and collaboration (Thompson et al., 2021) enhanced emotional regulation and teamwork.

Statement of the Problem

This study aimed to determine the level of teachers' classroom management practices and learners' behavior in Jasaan District and Villanueva North District, Division of Misamis Oriental, during School Year 2025–2026. Specifically, it sought to answer the following questions:

1. What is the teachers' profile in terms of age, sex, position, teaching experience, highest educational attainment, seminars/trainings attended on classroom management, and class size?
2. What is the learners' profile in terms of age and sex?
3. What is the level of teachers' classroom management practices considering establishing classroom rules, consistent enforcement of rules, behavior management, student engagement techniques, and positive reinforcement?
4. What is the level of learners' behavior as rated by teacher respondents with regard to on-task behavior, respect for classroom rules, interaction with peers, participation in learning activities, and self-regulation?
5. How do the learner respondents assess their own behavior with regard to on-task behavior, respect for classroom rules, interaction with peers, participation in learning activities, and self-regulation?
6. Is there a significant relationship between teachers' classroom management practices and learners' behavior?
7. Is there a significant difference in learners' behavior when grouped according to their profile?

Significance of the Study

This study is expected to benefit the following:

- DepEd Division of Misamis Oriental and Region X policymakers and administrators. The study may serve as a valuable reference in shaping educational policies and professional development

programs. By understanding the relationship between classroom management and learner behavior, decision-makers can design more effective training modules, improve teacher evaluation processes, and implement evidence-based policies that support teachers in managing classrooms effectively.

- **School Heads.** The findings may provide insights that enhance instructional supervision and teacher support initiatives. School leaders can use the results to design targeted professional development, conduct meaningful classroom observations, and foster a positive school culture that prioritizes discipline and student engagement.
- **Teachers.** The study may equip teachers with practical, research-based strategies for improving classroom management. The findings highlight the impact of structured routines, positive reinforcement, and proactive engagement strategies on student behavior, particularly in contexts with large class sizes and resource limitations.
- **Learners.** Effective classroom management creates a structured and supportive environment that fosters self-discipline, respect for rules, active engagement, and positive peer interactions. This contributes to better academic outcomes, improved social skills, and a more meaningful learning experience.
- **Future Researchers.** This study may serve as a valuable reference for those exploring classroom management, learner behavior, and related areas. It identifies research gaps, provides localized insights, and presents evidence-based recommendations that can serve as a foundation for further studies.

Scope and Limitations

This study focused on teachers' classroom management practices and learners' behavior within Jasaan District and Villanueva North District for School Year 2025–2026. It involved 150 public elementary Grade 6 teachers and 300 Grade 6 learners. The study examined teachers' classroom management practices including establishing classroom rules, consistent enforcement of rules, behavior management, student engagement techniques, and positive reinforcement. Learners' behaviors were evaluated in terms of on-task behavior, respect for rules, interaction with peers, participation in learning activities, and self-regulation skills.

However, certain limitations were recognized:

- Findings may not be generalizable beyond the research locale.
- The study only included Grade 6 teachers and learners, limiting applicability to other grade levels.
- Reliance on self-reported data introduces potential response bias.

METHODOLOGY

Research Design

This study employed a **descriptive-correlational research design** to examine the relationship between:

- **Variable 2:** Teachers' classroom management practices, including establishing classroom rules, consistent enforcement of rules, behavior management, student engagement techniques, and positive reinforcement; and
- **Variable 3:** Learners' behavior, which covers on-task behavior, respect for classroom rules, interaction with peers, participation in learning activities, and self-regulation.

It also determined whether significant differences exist in learners' behavior when grouped according to:

- **Teachers' profile variables** (sex, position, teaching experience, highest educational attainment, seminars/trainings attended on classroom management, and class size), and
- **Learners' profile variables** (age and sex).

A **researcher-made survey questionnaire** served as the primary data collection tool. It was administered to a **total enumeration** of one hundred fifty (150) Grade 6 public elementary teachers and three hundred (300) Grade 6 learners in the Jasaan Districts and Villanueva North District. The instrument consisted of Likert-scale items, which enabled quantification of responses for statistical analysis.

Respondents

- **Teachers:** All 150 Grade 6 public elementary teachers from Jasaan Districts and Villanueva North District.
- **Learners:** A total of 300 Grade 6 learners from the same districts.

Research Instrument

The researcher-made questionnaire consisted of three parts:

1. **Profile Variables** – age, sex, position, teaching experience, highest educational attainment, seminars/trainings attended, and class size (for teachers); age and sex (for learners).
2. **Teachers' Classroom Management Practices** – items measuring the extent to which teachers implement classroom rules, enforce them consistently, manage behavior, engage students, and apply positive reinforcement.
3. **Learners' Behavior** – items evaluating learners' on-task behavior, respect for rules, peer interaction, participation in learning activities, and self-regulation.

Responses were rated using a Likert scale to facilitate quantifiable analysis.

Data Gathering Procedure

Formal permission was secured from the Division Office of Misamis Oriental and school principals prior to data collection. The researcher then distributed the survey questionnaires to the respondents. Clear instructions were provided, and retrieval was conducted after completion. Confidentiality and voluntary participation were emphasized.

Research Respondents

The study involved all 150 Grade 6 public elementary school teachers from Jasaan and Villanueva North Districts, Division of Misamis Oriental. A total of 300 Grade 6 pupils were also included, following a 1:2 teacher-learner ratio. Respondents came from Jasaan Central School, Bobontugan Elementary School, San Antonio Elementary School, Aplaya Elementary School, Luzbazon Elementary School, Natubo Integrated School, Solana Elementary School, Kimaya Elementary School, Danao Elementary School, Jampason Elementary School, Kimamaon Elementary School, I.S. Cruz Elementary School, Vicente N. Chavez Memorial Central School, Looc Elementary School, Nangka Elementary School, and Kalingagan Elementary School, as shown in Table A.

Sampling Technique

Universal sampling was applied to include all Grade 6 public elementary school teachers in the identified districts. For learners, simple random sampling was used, selecting every 30th pupil from class records to ensure fairness and equal representation.

Research Instrument

A researcher-made questionnaire, anchored on DepEd Order No. 10, s. 2024 (MATATAG Curriculum) and DepEd Order No. 83, s. 2012 (student behavior and management strategies), was used to measure teachers' classroom management practices and learners' behavior. It consisted of three sections:

1. **Variable 1 – Teachers’ and learners’ profile** (teachers: age, sex, position, teaching experience, educational attainment, trainings, class size; learners: age and sex).
2. **Variable 2 – Classroom management practices** (rules, enforcement, behavior management, student engagement, positive reinforcement). Items underwent creation, expert review, and pilot testing.
3. **Variable 3 – Learners’ behavior** (on-task behavior, respect for rules, peer interaction, participation, and self-regulation).

Data Gathering Procedure

The researcher secured a recommendation letter from the Dean of the School of Graduate and Professional Studies of PHINMA–Cagayan de Oro College and sought approval from the Schools Division Superintendent of Misamis Oriental. Upon approval, permission was also obtained from the District Supervisors of Jasaan North, Jasaan South, and Villanueva North to administer the survey.

Subsequently, the researcher coordinated with school heads and teachers, presenting permits and explaining the procedures. Questionnaires were distributed both online—through ICT coordinators who shared the survey link—and in hard copy to ensure accessibility. After the response period, all completed surveys were retrieved for analysis.

Statistical Treatment of Data

The data were analyzed using both descriptive and inferential statistics. Descriptive statistics (frequency, percentage, mean, and standard deviation) were used to describe teachers’ classroom management practices and learners’ behavior. Pearson Product-Moment Correlation (r) determined the relationship between these variables, while the t-test was employed to examine significant differences in learners’ behavior when grouped according to profile. The level of significance was set at 0.05.

RESULTS AND DISCUSSION

Problem 1: What is the teachers’ profile in terms of age, sex, position, teaching experience, highest educational attainment, seminars/trainings attended on the classroom management and class size?

Table 1

Distribution of Teachers’ Profile in terms of Age

Category	Frequency	Percentage
51 years old and above	23	27.34
41-50 years old	20	13.33
31-40 years old	89	59.33
20-30 years old	18	12.00
Total	150	100

Table 1 presents the distribution of teachers’ profile in terms of age. The largest group of respondents were aged 31–40, with 89 teachers (59.33%). This age group generally represents practitioners who have moved beyond the novice stage and possess solid classroom management skills, confidence, and adaptability (Baker et al., 2020; Rodriguez & de Guzman, 2021). Their strong presence indicates a stable and experienced workforce capable of mentoring younger colleagues and assuming leadership roles in school initiatives. In contrast, the youngest group (20–30 years old) comprised only 18 teachers (12%), suggesting limited entry of young professionals into the teaching workforce. While younger teachers are expected to bring creativity and fresh perspectives, they often face challenges in managing learner

behavior, which can affect retention (Santos & Reyes, 2020; Dela Cruz, 2023). This highlights the need for mentoring, support systems, and professional development to strengthen early-career teachers and ensure sustainability of the profession (Thompson et al., 2021).

Table 2
Distribution of Teachers' Profile in Terms of Sex

Category	Frequency	Percentage
Male	21	14.00
Female	129	86.00
Total	150	100

Table 2 shows teachers' sex distribution: 129 females (86%) and 21 males (14%). This reflects the dominance of women in Philippine elementary teaching, linked to nurturing roles and supportive management styles that suit young learners (Lohmann et al., 2021; Martin & Shoho, 2000).

However, the scarcity of male teachers indicates a gender imbalance. Male educators can serve as role models and offer diverse management approaches, but cultural perceptions may limit their entry. Promoting gender diversity can enrich classroom experiences and support student development (Imran et al., 2024; Bagum et al., 2024).

Table 3
Distribution of Teachers' Profile in terms of Position

Category	Frequency	Percentage
Master Teacher III	7	6.00
Master Teacher II	8	5.33
Master Teacher I	17	11.34
Teacher III	14	9.33
Teacher II	18	12.00
Teacher I	84	56.00
Total	150	100

Table 3 shows the distribution of teachers' positions. Most respondents were Teacher I (56%), reflecting a workforce largely composed of entry-level educators who bring enthusiasm but need continued mentoring and professional development to strengthen classroom management and advance in their careers (NCES, 2022; NEA, 2024). The fewest were Master Teacher III (6%), highlighting the demanding qualifications required for this top rank. Master Teachers play a crucial role as mentors and role models, guiding colleagues and sustaining instructional quality, though their limited number underscores the challenges of career advancement (Learning Policy Institute, 2024; Teacher Task Force, 2020).

Table 4

Distribution of Teachers' Profile in terms of Teaching Experience

Category	Frequency	Percentage
More than 20 years	31	20.67
16-20 years	44	29.33
11-15 years	48	32.00
6-10 years	19	12.6
1-5 years	6	4.00
Less than 1 year	2	1.33
Total	150	100

Table 4 presents the distribution of teachers' profile in terms of teaching experience. The highest frequency is among those with 11–15 years of service, 48 (32%), showing a stable group of mid-career teachers who are confident in classroom management, skilled in handling diverse learners, and capable of mentoring colleagues (Catalano et al., 2022; Santos & Reyes, 2020; Rodriguez & de Guzman, 2021). The lowest is teachers with less than one year of service, only 2 (1.33%), indicating few new entrants or low retention. This highlights challenges in attracting and sustaining fresh graduates in the profession, emphasizing the need for strong mentoring and support systems (Baker et al., 2020; Thompson et al., 2021).

Table 5

Distribution of Teachers' Profile in terms of Educational Attainment

Category	Frequency	Percentage
Doctorate Degree	6	4.00
With Doctorate Degree Units	7	4.67
Master's Degree	20	13.33
With M.A. Units	35	23.33
Bachelor's Degree	82	54.67
Total	150	100

Table 5 presents the distribution of teachers' profile in terms of educational attainment. The highest frequency is Bachelor's Degree holders, 82 (54.67%), showing that most teachers meet the standard entry qualification and provide the backbone of the profession. This underscores the importance of continuous growth through graduate studies, seminars, or professional development to strengthen classroom management and adaptability (Santos & Reyes, 2020; Rodriguez & de Guzman, 2021). In contrast, only 6 (4%) hold a Doctorate Degree, reflecting the challenges of cost, time, and perception that such qualifications are more suited for higher education or leadership roles. Still, doctorate holders enrich schools through research initiatives, mentorship, and advanced classroom strategies, serving as inspirations for lifelong learning and professional excellence (Baker et al., 2020; Thompson et al., 2021; Piosca & Taganas, 2024).

Table 6

Distribution of Teachers' Profile in terms of Training/Seminars attended on Classroom Management

Category	Frequency	Percentage
National & International Level		
1-3 times	11	3.16
4-7 times	6	1.72
6-10 times	18	5.17
Regional Level		
1-3 times	30	8.62
4-7 times	28	8.05
6-10 times	17	4.88
Division Level		
1-3 times	23	6.01
4-7 times	19	5.45
6-10 times	16	4.25
District Level		
1-3 times	19	5.45
4-7 times	36	10.34
6-10 times	38	10.92
School Level		
1-3 times	19	5.45
4-7 times	27	7.75
6-10 times	41	11.78

Table 6 shows the distribution of teachers' training on classroom management. Most attended school-level seminars, 41 (11.78%), reflecting schools' proactive efforts to provide in-house training that equips teachers with practical strategies and fosters collaboration. However, these may remain localized and lack exposure to broader, research-based practices (Lang & Townsley, 2021; RethinkEd, 2023; Santos & Reyes, 2020). In contrast, only 6 (1.72%) joined national or international seminars, highlighting limited access to advanced strategies due to barriers like cost and availability. Such trainings enrich teaching with innovative approaches and stronger behavior management (Baker et al., 2020; Thompson et al., 2021; McGuire et al., 2023). Expanding access could further strengthen teacher growth and student outcomes.

Table 7

Distribution of Teachers' Profile in terms of Class size

Category	Frequency	Percentage
51 and above learners	6	4.00
41-50 learners	17	11.34
31-40 learners	89	59.33
21-30 learners	36	24.00
1-20 learners	2	1.33

Total	150	100
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Table 7 shows the distribution of teachers by class size. Most, 89 (59.33%), handle 31–40 learners, reflecting the common scenario in public schools. Large classes pose challenges in management, individualized instruction, and engagement, requiring strong routines and strategies (Sarmiento et al., 2021; Wang et al., 2021). By contrast, only 1.33% teach 1–20 learners, showing that small classes are rare. Smaller groups allow more personalized instruction, stronger teacher-student relationships, and better engagement (Wang & Calvano, 2022; Gage et al., 2019). Policies promoting manageable class sizes could enhance learning outcomes and holistic development.

Problem 2: What is the learners' profile in terms of age and sex?

Table 8

Distribution of Learners' Profile in terms of age

Category	Frequency	Percentage
13 years old and above	85	28.34
12 years old	116	38.66
11 years old	84	28.00
10 years old	15	5.00
Total	300	100

Table 8 shows the distribution of learners by age. Most, 116 (38.66%), are 12 years old, the expected age for Grade 6 under the K–12 system. This indicates learners are generally on track, making lessons and management strategies more aligned with their developmental stage. At this age, students can balance independence with guidance, supporting the development of good study habits and positive behavior (Clamares & Clamares, 2023; Santos, 2021). The lowest group, 10-year-olds (5%), represents early entrants or accelerated learners. While this reflects strong academic progress, it also requires attention to their social and emotional readiness. Managing such diversity calls for differentiated instruction and flexible approaches (Unal & Unal, 2019).

Table 9

Distribution of Learners' Profile in terms of Sex

Category	Frequency	Percentage
Male	180	60
Female	120	40
Total	300	100

Table 9 shows the distribution of learners by sex. Male learners make up the majority, 180 (60%), suggesting classrooms may require strategies suited to their energy and learning styles, such as active tasks and structured routines. Research notes that boys are often perceived as more disruptive, highlighting the need for balanced, fair, and gender-responsive management (Sheaffer et al., 2021; Shah & Bashir, 2022). Female learners, 120 (40%), play a key role in balancing classroom dynamics. They are often associated with better focus and cooperation, which can foster order and teamwork. However, assumptions about girls needing less attention may limit their opportunities. Teachers should ensure equal

support and leadership opportunities for all learners, regardless of gender (Sadker & Zittleman, 2019; UNESCO, 2021).

Problem 3: What is the level of teachers' classroom management practices considering the establishing classroom rules, consistent enforcement of rules, behavior management, student engagement techniques and positive reinforcement?

Table 10
Summary Distribution of Teachers' Level of Classroom Management Practices

Variable	Mean	SD	Interpretation
Establishing Classroom Rules	3.47	0.77	Highly Practiced
Consistent Enforcement of Rules	3.23	0.75	Practiced
Behavior Management	3.30	0.79	Highly Practiced
Student Engagement Techniques	3.26	0.81	Highly Practiced
Positive Reinforcement	3.33	0.79	Highly Practiced
Overall	3.32	0.78	Highly Practiced

Legend: 3.26-4.00 At all Times / Highly Practiced 1.76 - 2.50 Sometimes / Slightly Practiced
2.51-3.25 Most of the Time / Practiced 1.00- 1.75 Never / Not Practiced

Table 10 shows the summary distribution of teachers' classroom management practices, with an overall mean of 3.32 (SD=0.78), interpreted as Highly Practiced. This indicates that teachers consistently apply management strategies, reflecting their commitment to structured, engaging, and supportive learning environments. Such consistency fosters positive behavior, learner engagement, and respect in class, contributing to better learning outcomes. The highest-rated variable was Establishing Classroom Rules (M=3.47, SD=0.77), also interpreted as Highly Practiced. This shows teachers' strong emphasis on setting clear rules to promote discipline and order. Early establishment of rules creates structure, reduces disruptions, and builds student responsibility. Research supports this: Cruz and Malabanan (2023) and Reyes and Martinez (2021) found that clearly defined rules lower behavioral problems and increase engagement. The lowest-rated variable was Consistent Enforcement of Rules (M=3.23, SD=0.75), interpreted as Practiced. While generally applied, gaps remain in uniform enforcement due to factors like diverse learner needs, heavy workloads, and time constraints. Inconsistent application can cause confusion and weaken discipline, suggesting the need for more training and support. Studies (Santos & Laurel, 2022; Rivera & Aquino, 2021; Lopez & Bautista, 2023) highlight challenges in consistent rule enforcement and recommend professional development focused on behavioral consistency and classroom leadership. Overall, the findings align with Skinner's (1960) operant conditioning theory and related research, showing that positive reinforcement, clear rules, and consistent discipline are essential in shaping learner behavior and creating effective classrooms.

Problem 4: What is the level of learners' behavior as rated by the teacher respondents with regard to on-task behavior, respect for classroom rules, interaction with peers, participation in learning activities, and self-regulation?

Table 11

Summary Distribution of the Respondents' Level of Learner's Behavior as rated by the Teacher Respondents

Variable	Mean	SD	Interpretation
On-Task Behavior	3.23	0.89	High
Respect for Classroom Rules	3.27	0.89	Very High
Interaction with Peers	3.25	0.88	High
Participation in Learning Activities	3.27	0.62	Very High
Self-Regulation	3.18	0.84	High
Overall	3.24	0.82	High

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

Table 11 shows the summary distribution of learners' behavior as rated by teachers, with an overall mean of 3.24 (SD=0.82), interpreted as High. This indicates that learners generally demonstrate positive classroom behaviors—attentiveness, cooperation, respect for rules, active participation, and emotional control. Such results reflect a supportive classroom climate that fosters academic engagement and socio-emotional growth, highlighting the impact of clear routines and consistent guidance. Among the five variables, Respect for Classroom Rules obtained the highest mean (3.27, Very High). This suggests learners strongly adhere to classroom norms due to teachers' emphasis on clear expectations and structured environments. Research supports this: Rodriguez and de Guzman (2021) and Santos (2022) noted that clear rules, modeled conduct, and proactive routines encourage compliance and respect, creating harmony and discipline in the classroom. The lowest mean was for Self-Regulation (3.18, High). While learners can generally manage emotions and behavior, some struggle with consistency, particularly under stress or unexpected changes. This indicates a need for structured activities that build resilience, independence, and emotional awareness. As Freiberg et al. (2020) and Rodriguez and de Guzman (2021) emphasized, self-regulation is a skill strengthened through mindfulness, reflection, and modeling calm responses. With sustained support, learners can further develop self-control and adaptability, enhancing both classroom behavior and learning outcomes.

Problem 5: How do the learner respondents assess their behavior with regard to on-task behavior, respect for classroom rules, interaction with peers, participation in learning activities, and self-regulation?

Table 12

Summary Distribution of the Learner Respondents' Assessment of their Behavior

Variable	Mean	SD	Interpretation
On-Task Behavior	3.33	0.81	Very High

Respect for Classroom Rules	3.13	0.84	High
Interaction with Peers	3.18	0.88	High
Participation in Learning Activities	3.21	0.60	High
Self-Regulation	3.25	0.89	High
Overall	3.22	0.81	High

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

Table 12 shows that learners' self-assessment of behavior had an overall mean of 3.22 (SD=0.81), interpreted as High. This indicates that most learners demonstrate desirable behaviors such as focus, respect, and cooperation, though further support is needed to raise these to a Very High level for stronger academic outcomes and classroom harmony. Among the variables, On-Task Behavior had the highest mean (3.33, Very High), showing sustained focus and engagement, while Respect for Classroom Rules had the lowest (3.13, High), suggesting the need for clearer communication and consistent reinforcement of norms. These findings align with studies emphasizing that engaging routines, proactive strategies, and value-based modeling promote attentiveness, respect, and positive classroom conduct.

Problem 6: Is there a significant relationship between the level of teachers' classroom management practices and the level of learners' behavior?

Table 13

Results of the Test on Relationship between Teachers' Level of Classroom Management Practices and the Level of Learners' Behavior

Teachers' Classroom Management Practices	Learners' Behavior					Overall
	On-Task Behavior	Respect for Classroom Rules	Interaction With Peers	Participation on Learning Activities	Self-Regulation	
	r	r	r	r	r	r
	r- value	r- value	r- value	r- value	r- value	r- value
	p-value	p-value	p-value	p-value	p-value	p-value
Establishing Classroom Rules	0.9560 0.0307 S	0.8470 0.0190 S	0.9709 0.0209 S	0.9467 0.0208 S	0.6937 0.0480 S	0.88 0.88 S
Consistent Enforcement of Rules	0.9400 0.0209 S	0.8455 0.0207 S	0.7039 0.0108 S	0.7400 0.0308 S	0.6780 0.0408 S	0.78 0.78 S
Behavior Management	0.7098 0.0108 S	0.8456 0.0301 S	0.6089 0.0301 S	0.8640 0.0307 S	0.7757 0.0273 S	0.76 0.76 S

Student	0.9045	0.9460	0.9400	0.8096	0.2165	0.76
Engagement	0.0109	0.0208	0.0109	0.0107	0.0102	0.76
Techniques	S	S	S	S	S	S
Positive	0.6059	0.7099	0.8698	0.9897	0.3176	0.69
Reinforcement	0.0301	0.0107	0.0204	0.0108	0.0102	0.69
	S	S	S	S	S	S
Legend: S- Significant NS- Not Significant						

Table 13 shows a strong positive relationship between teachers' classroom management practices and learners' behavior ($r = 0.88286$, $p < 0.05$), leading to the rejection of the null hypothesis. This confirms that clear expectations, consistency, and supportive strategies significantly shape learner conduct, promoting respect, engagement, participation, and self-regulation. Results indicate that establishing and consistently enforcing rules builds accountability, respect, and cooperation. Learners respond positively when rules are clear, fair, and regularly applied, creating trust and responsibility. Behavior management strategies also correlated with all behavior domains, showing that proactive discipline and teacher modeling of calm, respectful responses reduce disruptions and foster mutual respect. Similarly, student engagement strategies improved focus, cooperation, and motivation, highlighting that meaningful participation not only supports academic growth but also encourages positive social behaviors. Positive reinforcement further strengthened desired behaviors by boosting learners' confidence and sense of value, contributing to a supportive and motivated classroom culture. The findings affirm that classroom management practices are interdependent, with rule-setting, engagement, discipline, and reinforcement working together to foster a structured, respectful, and cooperative learning environment.

Problem 7: Is there a significant difference between the level of learners' behavior when grouped according to their profile?

Table 14

Test on Difference in the Level of Learners' Behavior when Grouped according to their Profile

Respondents Profile		Learner's Behavior				
		On-Task Behavior	Respect for Classroom Rules	Interaction With Peers	Participation on Learning Activities	Self-Regulation
Teachers' Profile						
Age	f-value	0.9820	0.9602	0.9130	0.9046	0.6135
	p-value	0.0215	0.0305	0.0109	0.0106	0.0202
		S	S	S	S	S
Sex	f-value	0.5066	0.8091	0.7044	0.5999	0.6658
	p-value	0.0289	0.0302	0.0201	0.0137	0.0371
		S	S	S	S	S

Position	f-value	0.9600	0.7056	0.7088	0.7800	0.7234
	p-value	0.0306	0.0303	0.0199	0.0307	0.0182
	S	S	S	S	S	S
Teaching Experience	f-value	0.8099	0.7779	0.5999	0.9011	0.6675
	p-value	0.0107	0.0107	0.0106	0.0203	0.0162
	S	S	S	S	S	S
Highest Educational Attainment	f-value	0.8088	0.8066	0.9040	0.9150	0.7301
	p-value	0.0109	0.0203	0.0107	0.0207	0.0472
	S	S	S	S	S	S
Seminars/Trainings Attended on Classroom Management	f-value	0.6056	0.7803	0.8699	0.7056	0.7761
	p-value	0.0301	0.0205	0.0204	0.0301	0.0270
	S	S	S	S	S	S
Class Size	f-value	0.9081	0.8509	0.7099	0.9188	0.5872
	p-value	0.0103	0.0104	0.0301	0.0106	0.0250
	S	S	S	S	S	S
<hr/>						
Learners' Profile	f-value	0.6534	0.9652	0.9753	0.8604	0.7028
	p-value	0.0133	0.0240	0.0290	0.0133	0.0240
	S	S	S	S	S	S
Age	f-value	0.6109	0.6276	0.6480	0.6309	0.6952
	p-value	0.0673	0.0411	0.0190	0.0261	0.0250
	S	S	S	S	S	S
<hr/>						
Overall		0.7605	0.8092	0.7814	0.8018	0.6874
		0.0248	0.0242	0.0189	0.0195	0.0266
		S	S	S	S	S

Legend: *significant at $p < 0.05$ alpha level

S- Significant

Table 14 presents the test on the difference in learners' behavior when grouped according to teacher and learner profiles. Results revealed statistically significant differences across all variables ($p < 0.05$), leading to the rejection of the null hypothesis. This indicates that both teacher and learner profiles influence classroom behavior, particularly in on-task behavior, respect for rules, peer interaction, participation, and self-regulation. Teacher-related factors such as age, sex, position, teaching experience, educational attainment, seminars attended, and class size were significantly linked to learner behavior. More mature, experienced, and highly educated teachers tended to employ stronger strategies that enhanced discipline, cooperation, and engagement. Consistent training and leadership roles also contributed to more positive behavior. Similarly, class size shaped behavioral outcomes, with smaller groups allowing closer attention while larger groups encouraged peer collaboration. Learner profiles also mattered. Age was significantly related to behavior, with older learners showing greater self-regulation and responsibility. Sex differences, though less pronounced, still influenced how students engaged with rules and activities, highlighting the need for inclusive approaches. Overall, the findings affirm that teacher and learner characteristics interact to shape classroom conduct. Effective management depends

on recognizing these profiles, promoting professional growth among teachers, and tailoring strategies to learners' developmental needs.

Conclusion

The study found that most teacher-respondents were 31–40 years old, female, holding the position of Teacher I, with a bachelor's degree, 11–15 years of teaching experience, and had attended school-level classroom management trainings while handling classes of 31–40 learners. Most learner-respondents were 12-year-old males. Among classroom management practices, establishing classroom rules was the most commonly applied. Teachers rated respect for rules highest in learner behavior, while learners rated themselves highest in on-task behavior.

Results revealed a significant relationship between teachers' classroom management practices and learners' behavior, as well as significant differences in learner behavior when grouped according to profiles. All management practices were positively correlated with learner behaviors, but establishing clear rules and employing student engagement techniques showed the strongest effects. Thus, consistent rule-setting and reinforcement, paired with engaging strategies, are vital in shaping positive learner conduct.

Recommendations

Based on the findings, the following are recommended:

1. For School Administrators

- Provide regular training and seminars on classroom management, especially for less experienced teachers, focusing on consistent rule enforcement, advanced strategies, and differentiated approaches.
- Implement age-sensitive professional development and mentoring programs that allow collaboration between younger and more experienced teachers.
- Develop age-appropriate behavior programs, offering structured routines for younger learners and responsibilities that foster independence for older learners.

2. For Teachers

- Apply inclusive and age-appropriate behavior management strategies that promote engagement, self-regulation, and respect for rules.
- Enforce classroom rules fairly and consistently, supported by training in unbiased discipline practices.
- Integrate self-regulation activities (e.g., goal setting, mindfulness, reflective journaling) to help learners manage emotions and adapt positively.
- Model respectful communication and explain the purpose of rules clearly to strengthen student responsibility and cooperation.
- Use positive reinforcement (praise, recognition, small incentives) to encourage self-control, persistence, and improved classroom conduct.

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