

**CLASSROOM MANAGEMENT PRACTICES AND LEARNERS' DISCIPLINE:
FOUNDATION FOR AN ENHANCED CLASSROOM ENVIRONMENT PROGRAM**

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ABSTRACT

This study examined the classroom management practices and learners' discipline in the Cabangan District, Schools Division of Zambales, during the School Year 2024-2025. A quantitative-descriptive, causal-comparative, and correlational research design was employed, utilizing a validated, researcher-designed questionnaire to gather data from 121 elementary teachers and 121 elementary learners. The study focused on classroom management practices, including establishing rules, maintaining consistency in discipline, handling disruptive behaviors, and resolving conflicts, as well as learners' discipline, such as following rules, showing respect, exercising self-control, and completing assigned tasks. The findings revealed that most teacher-respondents were female, aged 40 to 49, assigned to primary grades, holding Teacher I positions with less than nine years of service, and possessing Master's degrees, indicating a relatively young and well-educated workforce. Classroom management practices, especially in maintaining discipline, managing disruptive behaviors, and resolving conflicts, were moderately practiced, reflecting teachers' efforts to balance order with individual learner needs. Both teachers and learners perceived classroom management as moderately effective, though challenges in addressing disruptive behavior and conflict resolution were noted. Teachers observed moderate levels of learner discipline, suggesting that more consistent strategies are necessary to improve these areas. Teacher characteristics, such as age, sex, position, and years of service, had no significant impact on classroom management practices. However, grade assignment and educational attainment, particularly having a Master's degree, influenced effectiveness, highlighting the importance of professional development. Weak but non-significant correlations between teachers' classroom management practices and learners' discipline suggested other factors, like learner characteristics and the home environment, play a larger role. An enhanced classroom environment program is proposed to improve the classroom management practices of elementary teachers and learners' discipline.

Keywords: Classroom Management Practices, Learners' Discipline, Classroom Environment Program, Elementary Teachers.

1. INTRODUCTION

Classroom management practices play a crucial role in fostering a conducive learning environment and significantly impact learners' discipline. Elementary teachers' perceptions of these practices offer valuable insights into how effective management strategies can enhance learner behavior and overall classroom dynamics. Understanding these perceptions is essential for developing an enhanced classroom environment program that promotes discipline and positive learner outcomes. By addressing the challenges and strengths identified by teachers, educational leaders can implement targeted interventions that support both teaching efficacy and learner development.

Studies emphasize the significance of effective classroom management in enhancing learner engagement and academic performance. Paulines and Tantiado (2024) highlight that teachers' ability to model behavior and maintain a conducive learning atmosphere significantly correlates with improved learner academic performance. Similarly, Ifesinachi et al. (2024) underscore the importance of classroom management strategies, assessment practices, and teacher-learner relationships in predicting learners' academic achievement. These findings suggest that well-implemented classroom management techniques can foster a supportive learning environment that motivates learners to attend school regularly and perform well academically.

Moreover, classroom management is not only about maintaining order but also about addressing the diverse needs of learners in increasingly heterogeneous classrooms. Kwok and Svajda-Hardy (2021) explore the challenges faced by first-year teachers in managing culturally responsive classrooms, noting that tailored coaching programs can significantly support these teachers. The study by Arinaitwe et al. (2024) further reinforces the need for ongoing professional development, particularly in-service training, to equip teachers with the necessary skills to manage classrooms effectively. This is especially critical in science education, where effective management is essential for facilitating scientific inquiries and experiments. Establishing clear classroom rules is a critical component of effective classroom management, contributing significantly to maintaining discipline and promoting a conducive learning atmosphere (Rahmasari et al., 2024; Martin, 2021). Furthermore, involving learners in the rule-setting process encourages them to internalize the rules and understand the rationale behind them, leading to better compliance and fewer behavioral issues (Sinclair, 2024; Ahmed, 2024). Culturally responsive classroom management practices, which consider learners' diverse backgrounds and experiences, have been found to create a more inclusive and equitable learning environment (Hunter et al., 2021; Badawi, 2024). Overall, these studies underscore the importance of a structured yet empathetic approach in addressing classroom disruptions and creating a conducive learning environment.

Despite extensive research on classroom management practices and their impact on learners' discipline, there remained a significant gap in understanding how elementary teachers' specific perceptions and experiences shaped the effectiveness of these practices in fostering a conducive classroom environment. Most studies focused on secondary education settings or generalized management strategies, leaving a gap in knowledge about how elementary teachers uniquely perceived and implemented these practices, especially in diverse and evolving classroom contexts. This study aimed to address this gap by exploring classroom management practices and how these insights could inform the development of an enhanced conducive classroom environment program that effectively promoted discipline and supported learner outcomes.

2. STATEMENT OF THE PROBLEM

This study determined the classroom management practices and learners' discipline in Cabangan District, Schools Division of Zambales during the School Year 2024-2025.

Specifically, it aimed to answer the following questions:

1. How may the profile of teacher-respondents be described in terms of:
 - 1.1. age;
 - 1.2. sex;
 - 1.3. grade assignment;
 - 1.4. teaching position;
 - 1.5. length of service; and

- 1.6. highest educational attainment?
2. How do the teacher-respondents describe their classroom management practices in terms of:
 - 2.1. establishing classroom rules;
 - 2.2. maintaining consistency in discipline;
 - 2.3. handling disruptive behaviors; and
 - 2.4. facilitating conflict resolution?
3. How do the learner-respondents describe the classroom management practices of their teachers in terms of:
 - 3.1. establishing classroom rules;
 - 3.2. maintaining consistency in discipline;
 - 3.3. handling disruptive behaviors; and
 - 3.4. facilitating conflict resolution?
4. As perceived by teacher-respondents, how may the learners' discipline be described in terms of:
 - 4.1. following classroom rules;
 - 4.2. demonstrating respectful behavior;
 - 4.3. exhibiting self-control; and
 - 4.4. completing assigned tasks?
5. Is there a significant difference between the teacher-respondents' perceptions on classroom management practices and their profile when grouped accordingly?
6. Is there a significant difference between the classroom management practices as perceived by teacher-respondents and learner-respondents?
7. Is there a significant correlation between the teacher-respondents' perceptions on classroom management practices and their learners' discipline?
8. What enhancement program can be proposed for a classroom environment to improve classroom management practices of elementary teachers and learners' discipline?

3. METHODS AND MATERIALS

This study determined the classroom management practices and learners' discipline in Cabangan District, Schools Division of Zambales during the School Year 2024-2025. Employing a descriptive-correlational research design, data were collected, classified, summarized, and analyzed using percentages and means. The study's respondents comprised 121 elementary teachers and 121 elementary learners, selected through simple random sampling to provide opportunities to everyone to be part of the study. A researcher-designed questionnaire served as the primary data collection instrument, focusing on the perceived classroom management practices and learners' discipline. Internal consistency was established using Cronbach's Alpha, demonstrating excellent reliability for the perceived classroom management practices by teachers ($\alpha = 0.91$) and by learners ($\alpha = 0.92$) and learners' discipline ($\alpha = 0.90$). Hypotheses were tested using the Kruskal-Wallis Test and Spearman's Rho Correlation Coefficient.

4. RESULTS AND DISCUSSIONS

4.1. Profile of the Teacher-Respondents

4.1.1. Age

As shown in Table 1, the profile of the teacher-respondents in terms of age. As reflected in the table, 4.13% of the teacher-respondents were in the 60 years old and above bracket, 14.88% of the teacher-respondents were in the 50-59 years old bracket, 39.67% were in the 40-49 years old bracket, 20.66% were in the 30-39 years old bracket, and 20.66% were in the 20-29 years old bracket.

Table 1. Profile of the Teacher-Respondents in terms of Age

Age	Frequency	Percentage
60 years old and above	5	4.13
50-59 years old	18	14.88
40-49 years old	48	39.67
30-39 years old	25	20.66
20-29 years old	25	20.66

This implies that the majority of the teacher-respondents fall within the middle-aged groups (30-49 years old), indicating a significant level of experience and stability in the teaching workforce. However, the presence of younger teachers (20-29 years old) suggests an infusion of new ideas and perspectives into the educational environment. The small percentage of teachers aged 60 and above may indicate a potential gap in mentorship opportunities as these experienced teachers approach retirement. Overall, the age distribution highlights a blend of experience and youthfulness among the teacher-respondents, which could influence the dynamics of teaching practices and learning outcomes within the institution.

A closer examination of the teacher-respondents' profiles revealed several key demographics. The majority of the respondents fell within the age bracket of 40 to 49 years. This finding aligns with research by Ramirez-Montoya et al. (2021), who noted that teachers in this age range often possess a blend of experience and contemporary teaching practices, enabling them to adapt effectively to changing educational demands.

4.1.2. Sex

As shown in Table 2, the profile of the teacher-respondents in terms of sex. As reflected in the table, 29.75% of the teacher-respondents were males and 70.25% were females.

Table 2. Profile of the Teacher-Respondents in terms of Sex

Sex	Frequency	Percentage
Male	36	29.75
Female	85	70.25

This implies that there is a significant gender imbalance among the teacher-respondents, with a larger proportion of female teachers (70.25%) compared to male teachers (29.75%). This disparity may reflect broader trends in the education field, where teaching is often perceived as a more feminine profession. The predominance of female teachers could impact the teaching dynamics, classroom environment, and learner interactions, potentially fostering a more nurturing and collaborative atmosphere. Additionally, this gender distribution may influence the perspectives and approaches taken in educational practices and policies within the institution. It may also highlight the need for targeted recruitment strategies to attract more male teachers, which could contribute to a more balanced representation in the teaching workforce.

In terms of gender, the majority of the respondents were female. This reflects broader trends in the teaching profession, as supported by Bounadi and Folkestad (2024), who found that women make up a significant portion of primary education teachers. The predominance of female teachers can influence classroom dynamics, teaching styles, and the overall learning environment.

4.1.3. Grade Assignment

As shown in Table 3, the profile of the teacher-respondents in terms of grade assignment. As reflected in the table, 41.32% of the teacher-respondents handled intermediate classes, 46.28% handled primary classes, and 12.40% handled kindergarten classes.

Table 3. Profile of the Teacher-Respondents in terms of Grade Assignment

Grade Assignment	Frequency	Percentage
Intermediate Classes	50	41.32
Primary Classes	56	46.28
Kindergarten	15	12.40

This implies that the majority of the teacher-respondents are assigned to primary classes (46.28%), indicating a strong focus on foundational education during the critical early years of learning. This is complemented by the significant percentage of teachers handling intermediate classes (41.32%), suggesting a balanced representation between primary and intermediate levels, which is essential for a cohesive educational framework. The relatively small proportion of teachers assigned to kindergarten classes (12.40%) may indicate a need for more support in early childhood education, highlighting an opportunity to enhance the quality of instruction at this crucial developmental stage. Overall, the distribution of grade assignments reflects a strategic allocation of teaching resources, which can influence instructional strategies, curriculum development, and learner outcomes across different grade levels.

The majority of the teacher-respondents were assigned to primary grades, where foundational learning is most crucial. Teachers in these early grades are responsible for establishing core skills in literacy, numeracy, and social development, which set the stage for learners' long-term academic achievement. Studies by Mat and Jamaludin (2024) highlight the importance of primary grade teachers in fostering active engagement and personalized learning strategies, which are essential in helping young learners develop critical thinking and problem-solving abilities early on.

4.1.4. Teaching Position

As shown in Table 4, the profile of the teacher-respondents in terms of teaching position. As reflected in the table, 1.65% of the teacher-respondents were Master Teacher II, 3.31% were Master Teacher I, 25.62% were Teacher III, 26.45% were Teacher II, 40.50% were Teacher I, and 2.48% were contractual teachers.

Table 4. Profile of the Teacher-Respondents in terms of Teaching Position

Teaching Position	Frequency	Percentage
Master Teacher II	2	1.65

Master Teacher I	4	3.31
Teacher III	31	25.62
Teacher II	32	26.45
Teacher I	49	40.50
Contractual Teacher	3	2.48

This implies that the majority of the teacher-respondents hold positions as Teacher I (40.50%) and Teacher II (26.45%), indicating a significant base of relatively early-career teachers within the teaching staff. This concentration of teachers at the entry and mid-level positions suggests that there may be opportunities for professional development and mentorship programs aimed at enhancing teaching effectiveness and job satisfaction. Meanwhile, the smaller percentages of Master Teachers (1.65% for Master Teacher II and 3.31% for Master Teacher I) suggest a limited presence of highly experienced teachers in leadership roles, which could impact the dissemination of best practices and instructional leadership within the school. The presence of contractual teachers (2.48%) also indicates a reliance on temporary staffing solutions, which may pose challenges in terms of continuity and stability in the teaching environment. Overall, the distribution of teaching positions highlights a potential area for investment in professional growth and leadership development to strengthen the overall educational quality.

Most respondents also held the Teacher I position, which typically represents an entry-level role in the teaching profession. Research by Orosco (2024) indicates that Teacher I teachers are often newer to the field and may be in the process of refining their teaching practices. Despite being in the early stages of their careers, Teacher I teachers are crucial in delivering instruction, especially in the foundational years. Their enthusiasm and willingness to adopt innovative methods contribute significantly to classroom dynamics and learner learning outcomes.

4.1.5. Length of Service

As shown in Table 5, the profile of the teacher-respondents in terms of the length of service. As reflected in the table, 0.83% of the teacher-respondents were in 40 years and above bracket, 5.79% in the 30-39 years bracket, 24.79% in the 20-29 years bracket, 30.58% in the 10-19 years bracket, and 38.02% in the 9 years and below bracket.

Table 5. Profile of the Teacher-Respondents in terms of the Length of Service

Length of Service	Frequency	Percentage
40 years and above	1	0.83
30-39 years	7	5.79
20-29 years	30	24.79
10-19 years	37	30.58
9 years and below	46	38.02

This implies that the teacher-respondents predominantly have relatively short tenures in the teaching profession, with 38.02% having 9 years or less of service and 30.58% serving between 10 to 19 years. This significant representation of newer teachers may bring fresh perspectives and innovative teaching methods to the classroom, but it also suggests a potential need for targeted professional development and mentorship to ensure that these teachers are supported in their growth and effectiveness. The limited number of teachers with extensive experience (only 0.83% with 40 years and above) indicates a potential gap in institutional knowledge and mentorship

opportunities. Furthermore, with only 5.79% of respondents having 30-39 years of experience, the school may benefit from strategies to retain experienced teachers and facilitate knowledge transfer, which could strengthen the overall teaching capacity and stability within the educational environment. Overall, the distribution of length of service among the teacher-respondents highlights the importance of fostering a supportive community that promotes continuous learning and development.

The data indicated that the teacher-respondents had rendered services for nine years or less. This relatively short length of service suggests that many teachers are new to the profession, which is consistent with the study by Sydnor et al. (2024), who suggested that new teachers often bring fresh perspectives but may lack the experience needed to navigate complex classroom challenges effectively.

4.1.6. Highest Educational Attainment

As shown in Table 6, the profile of the teacher-respondents in terms of the highest educational attainment. As reflected in the table, 1.65% of the teacher-respondents were EdD/PhD graduates, 4.96% were with EdD/PhD units, 47.11% were MA graduates, 27.27% were MA graduates, and 19.01% were education graduates.

Table 6. Profile of the Teacher-Respondents in terms of the Highest Educational Attainment

Length of Service	Frequency	Percentage
EdD/PhD Graduate	2	1.65
with EdD/PhD units	6	4.96
MA Graduate	57	47.11
with MA units	33	27.27
Education Graduate	23	19.01

This implies that the majority of the teacher-respondents have advanced educational qualifications, with 47.11% holding a Master's degree (MA) and an additional 27.27% having completed coursework toward a Master's degree. This strong representation of teachers with postgraduate qualifications suggests a commitment to professional development and a focus on enhancing their pedagogical skills. However, the relatively low percentages of EdD/PhD graduates (1.65%) and those with EdD/PhD units (4.96%) indicate that very few teachers are pursuing the highest levels of academic achievement. This could point to potential barriers, such as time constraints or financial limitations, that may prevent further academic advancement. The presence of 19.01% of respondents who are education graduates also emphasizes a foundational level of training in teaching methodologies. Overall, the educational attainment profile reflects a generally well-qualified teaching staff, but it may also highlight opportunities for promoting advanced degrees, particularly in educational leadership, to foster a culture of continuous learning and expertise within the institution.

The respondents primarily held a Master's degree as their highest educational attainment. This educational background corresponds with the findings of Kulal et al. (2024), who highlighted the significance of advanced degrees in enhancing teaching efficacy and learner outcomes. Teachers with a Master's degree often engage in more innovative teaching strategies, reflecting a commitment to professional development.

4.2. Classroom Management Practices of Teacher-Respondents

4.2.1. Establishing Classroom Rules

As shown in Table 7, the classroom management practices of teacher-respondents as perceived by themselves in terms of establishing classroom rules. As reflected in the table, a majority of the teacher-respondents had the general mean rating of 3.20 or “Moderately Practiced”. It was observed that, “I encourage my learners to help each other follow the classroom rules” had the highest mean of 3.23 equivalent to “Moderately Practiced.”

Table 7. Mean Rating and Interpretations of the Classroom Management Practices of Teacher-Respondents as Perceived by Themselves in terms of Establishing Classroom Rules

Item	Indicators	Mean Rating	Interpretation
1	I establish clear and simple rules that are easy for my learners to understand.	3.19	Moderately Practiced
2	I communicate classroom rules to my learners at the beginning of the school year.	3.18	Moderately Practiced
3	I involve learners in creating some of the classroom rules to encourage their participation.	3.20	Moderately Practiced
4	I explain the reason behind each classroom rule to help my learners understand their importance.	3.22	Moderately Practiced
5	I reinforce classroom rules to ensure that my learners remember them.	3.19	Moderately Practiced
6	I use visual aids or posters to display classroom rules where my learners can easily see them.	3.21	Moderately Practiced
7	I remind my learners of the classroom rules whenever necessary to maintain order.	3.19	Moderately Practiced
8	I model the behavior expected by following the same rules I set for my learners.	3.20	Moderately Practiced
9	I encourage my learners to help each other follow the classroom rules.	3.23	Moderately Practiced
10	I adjust classroom rules when needed to better suit my learners' needs and classroom environment.	3.18	Moderately Practiced
General Mean Rating		3.20	Moderately Practiced

This implies that the teacher-respondents recognize the importance of establishing clear classroom rules and are actively engaged in implementing them at a moderate level. The general mean rating of 3.20 suggests that while teachers are aware of effective classroom management strategies, there is still room for enhancement in their practices. The highest mean rating of 3.23 for the statement “I encourage my learners to help each other follow the classroom rules” indicates that teachers value peer support and collaboration in promoting adherence to rules, which can contribute to a more cohesive and responsible classroom environment. However, the moderately practiced interpretations across the other indicators suggest that teachers may benefit from further

professional development or resources to strengthen their approaches to rule-setting and reinforcement. By enhancing their strategies in communicating, involving learners in the rule-making process, and consistently modeling expected behaviors, teachers could improve classroom order and foster a more conducive learning atmosphere.

The analysis conducted in the present study revealed that the classroom management practices of the teacher-respondents had a general mean rating of 3.20, indicating that classroom management practices related to maintaining consistency in discipline were moderately practiced. This finding aligns with Palomer (2024), who suggested that maintaining consistency in discipline is a crucial but often moderately achieved aspect of classroom management, as teachers balance maintaining order with addressing individual learner needs.

4.2.2. Maintaining Consistency in Discipline

As shown in Table 8, the classroom management practices of teacher-respondents as perceived by themselves in terms of maintaining consistency in discipline. As reflected in the table, a majority of the teacher-respondents had the general mean rating of 3.20 or “Moderately Practiced”. It was observed that, “I remind my learners of the consequences when they break a rule, to ensure understanding” had the highest mean of 3.24 equivalent to “Moderately Practiced.”

Table 8. Mean Rating and Interpretations of the Classroom Management Practices of Teacher-Respondents as Perceived by Themselves in terms of Maintaining Consistency in Discipline

Item	Indicators	Mean Rating	Interpretation
1	I apply classroom rules fairly and consistently to all my learners.	3.19	Moderately Practiced
2	I enforce consequences for rule-breaking in a consistent manner, regardless of the learner involved.	3.20	Moderately Practiced
3	I remind my learners of the consequences when they break a rule, to ensure understanding.	3.24	Moderately Practiced
4	I follow through with disciplinary actions every time a rule is broken, to maintain order.	3.21	Moderately Practiced
5	I keep a record of disciplinary actions to ensure that I treat all learners equally.	3.17	Moderately Practiced
6	I use the same disciplinary approach for similar behaviors to avoid confusion among my learners.	3.19	Moderately Practiced
7	I communicate my expectations for behavior clearly and consistently to prevent misunderstandings.	3.20	Moderately Practiced
8	I reinforce positive behavior consistently by recognizing and praising it whenever it occurs.	3.21	Moderately Practiced
9	I address misbehavior immediately and consistently to prevent it from escalating.	3.19	Moderately Practiced
10	I reflect on my disciplinary practices to ensure that they remain consistent and fair for all learners.	3.17	Moderately Practiced

General Mean Rating

3.20

Moderately Practiced

This implies that the teacher-respondents maintain a moderate level of consistency in their disciplinary practices. The general mean rating of 3.20 suggests that while teachers are aware of the importance of applying discipline consistently, there is still potential for further improvement in their approaches. The statement “I remind my learners of the consequences when they break a rule, to ensure understanding” receiving the highest mean rating of 3.24 indicates that teachers prioritize clear communication regarding the repercussions of rule-breaking, which is essential for promoting accountability among learners. However, the moderately practiced interpretations across other indicators may reflect a need for more comprehensive strategies to ensure that disciplinary measures are consistently enforced and understood by all learners. By enhancing their practices in providing timely feedback, reinforcing positive behavior, and implementing equitable consequences, teachers can create a more structured and supportive learning environment that encourages responsible behavior and fosters learner growth.

In terms of maintaining consistency in discipline, the teacher-respondents scored 3.20, demonstrating a moderate level of practice. Consistent with the findings of Zondo and Mncube (2024), teachers often face challenges in enforcing discipline consistently, particularly when working with diverse learner populations with varying behavioral needs, which may explain the moderate rating.

4.2.3. Handling Disruptive Behaviors

As shown in Table 9, the classroom management practices of teacher-respondents as perceived by themselves in terms of handling disruptive behaviors. As reflected in the table, a majority of the teacher-respondents had the general mean rating of 3.21 or “Moderately Practiced”. It was observed that, “I communicate with parents or guardians about recurring disruptive behaviors to seek their support” had the highest mean of 3.24 equivalent to “Moderately Practiced.

Table 9. Mean Rating and Interpretations of the Classroom Management Practices of Teacher-Respondents as Perceived by Themselves in terms of Handling Disruptive Behaviors

Item	Indicators	Mean Rating	Interpretation
1	I identify the cause of disruptive behaviors to address them effectively.	3.19	Moderately Practiced
2	I address disruptive behaviors immediately to prevent them from escalating.	3.21	Moderately Practiced
3	I remain calm and composed when handling disruptive behaviors to maintain a conducive classroom atmosphere.	3.22	Moderately Practiced
4	I separate disruptive learners from the group when necessary to minimize distractions for others.	3.21	Moderately Practiced
5	I use non-verbal signals, like eye contact or hand gestures, to manage minor disruptions without interrupting the class.	3.18	Moderately Practiced

6	I redirect disruptive behaviors by engaging learners in a more constructive activity.	3.22	Moderately Practiced
7	I involve disruptive learners in finding solutions to their behavior to encourage self-reflection.	3.19	Moderately Practiced
8	I apply appropriate and consistent consequences for disruptive behavior to reinforce classroom rules.	3.20	Moderately Practiced
9	I communicate with parents or guardians about recurring disruptive behaviors to seek their support.	3.24	Moderately Practiced
10	I reflect on the effectiveness of my strategies for handling disruptive behaviors to make necessary adjustments.	3.21	Moderately Practiced
General Mean Rating		3.21	Moderately Practiced

This implies that the teacher-respondents exhibit a moderate level of effectiveness in managing disruptive behaviors in the classroom. The general mean rating of 3.21 indicates that teachers are actively engaging in practices to address disruptions, though there is still potential for enhancement in their strategies. The item “I communicate with parents or guardians about recurring disruptive behaviors to seek their support” receiving the highest mean rating of 3.24 highlights the importance that teachers place on involving families in the behavioral management process, recognizing that collaboration with parents can significantly contribute to addressing issues effectively. However, the moderately practiced interpretations across the other indicators suggest that while teachers are making efforts to manage disruptions, there may be opportunities for professional development focused on more proactive and preventive measures. By enhancing their skills in early intervention, providing consistent feedback, and employing a wider range of strategies to engage learners positively, teachers can create a more conducive learning environment that minimizes disruptions and promotes better learner behavior.

Regarding the handling of disruptive behavior, the teacher-respondents’ classroom management practices scored a mean of 3.21, also indicating a moderate level of practice. This result reflects findings by Geyer (2024), who emphasized that managing disruptive behavior is one of the more difficult aspects of classroom management, particularly for teachers with less experience or larger class sizes, which may affect their ability to implement proactive strategies.

4.2.4. Facilitating Conflict Resolution

As shown in Table 10, the classroom management practices of teacher-respondents as perceived by themselves in terms of facilitating conflict resolution. As reflected in the table, a majority of the teacher-respondents had the general mean rating of 3.20 or “Moderately Practiced”. It was observed that, “I monitor the situation after a conflict is resolved to ensure the agreement is maintained” had the highest mean of 3.24 equivalent to “Moderately Practiced.”

Table 10. Mean Rating and Interpretations of the Classroom Management Practices of Teacher-Respondents as Perceived by Themselves in terms of Facilitating Conflict Resolution

Item	Indicators	Mean Rating	Interpretation
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1	I encourage my learners to express their feelings and thoughts openly when conflicts arise.	3.20	Moderately Practiced
2	I listen to all sides of a conflict to understand the perspectives of everyone involved.	3.19	Moderately Practiced
3	I guide my learners in identifying the root cause of the conflict to find a lasting solution.	3.21	Moderately Practiced
4	I teach my learners to use respectful language when resolving conflicts with their peers.	3.20	Moderately Practiced
5	I promote the importance of empathy by encouraging my learners to consider how others feel during conflicts.	3.21	Moderately Practiced
6	I help my learners brainstorm possible solutions to resolve conflicts peacefully.	3.17	Moderately Practiced
7	I ensure that all parties involved in a conflict agree on the solution before moving forward.	3.22	Moderately Practiced
8	I monitor the situation after a conflict is resolved to ensure the agreement is maintained.	3.24	Moderately Practiced
9	I use role-playing activities to teach my learners effective conflict resolution strategies.	3.20	Moderately Practiced
10	I encourage my learners to seek help from a teacher or trusted adult if they cannot resolve a conflict on their own.	3.19	Moderately Practiced
General Mean Rating		3.20	Moderately Practiced

This implies that the teacher-respondents demonstrate a moderate level of proficiency in facilitating conflict resolution within the classroom. The general mean rating of 3.20 indicates that while teachers are engaging in practices aimed at resolving conflicts, there is room for further development in these skills. The statement “I monitor the situation after a conflict is resolved to ensure the agreement is maintained” receiving the highest mean rating of 3.24 underscores the importance of follow-up and monitoring in conflict resolution, highlighting that teachers are committed to ensuring that resolutions are upheld and that the classroom environment remains positive. However, the moderately practiced interpretations across other indicators suggest that teachers may benefit from additional training or resources to enhance their conflict resolution strategies. By developing more comprehensive approaches, such as facilitating open dialogue among learners and teaching conflict resolution skills, teachers can foster a more collaborative and supportive classroom atmosphere, ultimately contributing to improved relationships and a more harmonious learning environment.

The teacher-respondents scored 3.20 in facilitating conflict resolution, suggesting that their classroom management practices in this area were also moderate. According to Kearney et al. (2024), effective conflict resolution requires strong communication skills and an understanding of learner dynamics, which may explain why teachers in the present study did not achieve higher ratings in this category.

4.3. Classroom Management Practices of Teachers as Perceived by Learner-Respondents

4.3.1. Establishing Classroom Rules

As shown in Table 11, the classroom management practices of teachers as perceived by learner-respondents in terms of establishing classroom rules. As reflected in the table, a majority of the learner-respondents had the general mean rating of 3.21 or “Moderately Practiced”. It was observed that, “My teacher communicates the classroom rules at the beginning of the school year” had the highest mean of 3.24 equivalent to “Moderately Practiced.”

Table 11. Mean Rating and Interpretations of the Classroom Management Practices of Teachers as Perceived by Learner-Respondents in terms of Establishing Classroom Rules

Item	Indicators	Mean Rating	Interpretation
1	My teacher establishes clear and simple rules that are easy to follow.	3.21	Moderately Practiced
2	My teacher communicates the classroom rules at the beginning of the school year.	3.24	Moderately Practiced
3	My teacher involves me in creating some classroom rules to encourage participation.	3.22	Moderately Practiced
4	My teacher explains the reasons behind each classroom rule to understand their importance.	3.20	Moderately Practiced
5	My teacher reinforces classroom rules to ensure to remember them.	3.21	Moderately Practiced
6	My teacher uses visual aids or posters to display the classroom rules where I can easily see them.	3.22	Moderately Practiced
7	My teacher reminds the classroom rules when necessary to maintain order.	3.19	Moderately Practiced
8	My teacher models the expected behavior by following the same rules he/she sets.	3.18	Moderately Practiced
9	My teacher encourages others to follow the classroom rules.	3.20	Moderately Practiced
10	My teacher adjusts classroom rules when needed to better suit the needs and the classroom environment.	3.22	Moderately Practiced
General Mean Rating		3.21	Moderately Practiced

This implies that learner-respondents perceive their teachers as moderately effective in establishing classroom rules. The general mean rating of 3.21 indicates a positive acknowledgment of the teachers' efforts to communicate and implement rules, though there remains an opportunity for further improvement. The highest mean rating of 3.24 for the statement “My teacher communicates the classroom rules at the beginning of the school year” highlights the importance of clear communication in setting expectations, suggesting that learners recognize and value the clarity provided by their teachers at the start of the academic year. However, the moderately practiced interpretations for other indicators suggest that while the foundational aspect of rule-setting is being addressed, there may be room for enhancing learner involvement in the rule-making process and reinforcing those rules throughout the year. Encouraging greater participation

from learners in establishing and understanding the classroom rules could foster a stronger sense of ownership and accountability, ultimately leading to a more disciplined and cooperative classroom environment.

The analysis conducted in the present study revealed that the classroom management practices of teachers, as perceived by learner-respondents, had a general mean rating of 3.21, indicating that practices related to establishing classroom rules were moderately practiced. This finding is consistent with research by Bullough Jr. (2024), who highlighted that while teachers generally set rules in classrooms, the effectiveness of enforcing these rules can vary, leading to a moderate level of perceived consistency by learners.

4.3.2. Maintaining Consistency in Discipline

As shown in Table 12, the classroom management practices of teachers as perceived by learner-respondents in terms of maintaining consistency in discipline. As reflected in the table, a majority of the learner-respondents had the general mean rating of 3.21 or “Moderately Practiced”. It was observed that, “My teacher addresses misbehavior immediately and consistently to prevent escalation” had the highest mean of 3.24 equivalent to “Moderately Practiced.”

Table 12. Mean Rating and Interpretations of the Classroom Management Practices of Teachers as Perceived by Learner-Respondents in terms of Maintaining Consistency in Discipline

Item	Indicators	Mean Rating	Interpretation
1	My teacher applies classroom rules fairly and consistently.	3.21	Moderately Practiced
2	My teacher enforces consequences for rule-breaking consistently, regardless of who is involved.	3.19	Moderately Practiced
3	My teacher reminds me of the consequences when someone breaks a rule, to ensure understanding.	3.20	Moderately Practiced
4	My teacher follows through with disciplinary actions every time a rule is broken, to maintain order.	3.23	Moderately Practiced
5	My teacher keeps a record of disciplinary actions to ensure that everyone is treated equally.	3.18	Moderately Practiced
6	My teacher uses the same disciplinary approach for similar behaviors to avoid confusing me.	3.21	Moderately Practiced
7	My teacher communicates his/her expectations for behavior clearly and consistently to prevent misunderstandings.	3.19	Moderately Practiced
8	My teacher reinforces positive behavior consistently by recognizing and praising it whenever it occurs.	3.20	Moderately Practiced
9	My teacher addresses misbehavior immediately and consistently to prevent escalation.	3.24	Moderately Practiced
10	My teacher reflects on his/her disciplinary practices to ensure that the treatment is consistently and fairly.	3.21	Moderately Practiced
General Mean Rating		3.21	Moderately Practiced

This implies that learner-respondents view their teachers as moderately effective in maintaining consistency in discipline within the classroom. The general mean rating of 3.21 indicates that learners acknowledge their teachers' efforts to manage behavior, although there is potential for enhancing these practices. The highest mean rating of 3.24 for the statement “My teacher addresses misbehavior immediately and consistently to prevent escalation” suggests that learners appreciate the prompt and consistent responses from their teachers when addressing disruptive behaviors, which is crucial for creating a stable learning environment. However, the moderately practiced interpretations across other indicators imply that while some aspects of discipline are being effectively managed, there may still be opportunities for teachers to strengthen their approaches. By implementing more comprehensive strategies for reinforcing positive behavior and ensuring clear consequences for misbehavior, teachers can foster a more orderly and respectful classroom atmosphere, ultimately enhancing the overall learning experience for their learners.

In terms of maintaining consistency in discipline, the classroom management practices of teachers, as perceived by learner-respondents, scored 3.21, reflecting a moderate level of practice. According to Padayao and Bantulo (2024), maintaining consistent discipline is often challenging for teachers, especially when dealing with diverse learner behaviors and needs, which may contribute to learners perceiving only a moderate level of disciplinary consistency.

4.3.3. Handling Disruptive Behaviors

As shown in Table 13, the classroom management practices of teachers as perceived by learner-respondents in terms of handling disruptive behaviors. As reflected in the table, a majority of the learner-respondents had the general mean rating of 3.20 or “Moderately Practiced”. It was observed that, “My teacher communicates with parents or guardians about recurring disruptive behaviors to seek their support” had the highest mean of 3.22 equivalent to “Moderately Practiced.”

Table 13. Mean Rating and Interpretations of the Classroom Management Practices of Teachers as Perceived by Learner-Respondents in terms of Handling Disruptive Behaviors

Item	Indicators	Mean Rating	Interpretation
1	My teacher identifies the causes of disruptive behaviors to address them effectively.	3.19	Moderately Practiced
2	My teacher addresses disruptive behaviors immediately to prevent escalation.	3.20	Moderately Practiced

3	My teacher remains calm and composed when handling disruptive behaviors to maintain a conducive classroom atmosphere.	3.21	Moderately Practiced
4	My teacher separates disruptive learners from the group when necessary to minimize distractions for others.	3.19	Moderately Practiced
5	My teacher uses non-verbal signals, like eye contact or hand gestures, to manage minor disruptions without interrupting the class.	3.17	Moderately Practiced
6	My teacher redirects disruptive behaviors by engaging in more constructive activities.	3.21	Moderately Practiced
7	My teacher is involved in finding solutions to behavior to encourage self-reflection.	3.19	Moderately Practiced
8	My teacher applies appropriate and consistent consequences for disruptive behavior to reinforce classroom rules.	3.21	Moderately Practiced
9	My teacher communicates with parents or guardians about recurring disruptive behaviors to seek their support.	3.22	Moderately Practiced
10	My teacher reflects on the effectiveness of his/her strategies for handling disruptive behaviors to make necessary adjustments.	3.21	Moderately Practiced
General Mean Rating		3.20	Moderately Practiced

This implies that learner-respondents perceive their teachers as moderately effective in handling disruptive behaviors in the classroom. The general mean rating of 3.20 suggests that learners recognize their teachers' efforts to manage disruptions, but there is still room for improvement in their strategies. The item “My teacher communicates with parents or guardians about recurring disruptive behaviors to seek their support” receiving the highest mean of 3.22 indicates that learners value the involvement of their parents in addressing behavioral issues, suggesting that teachers are taking steps to foster collaboration between home and school. However, the moderately practiced interpretation across other indicators suggests that while communication with parents is an important step, there may be further opportunities for teachers to implement proactive measures in managing disruptions. By enhancing their classroom management techniques and fostering a more inclusive environment for addressing disruptive behaviors, teachers can create a more conducive learning atmosphere that minimizes interruptions and promotes positive learner engagement.

Regarding the handling of disruptive behavior, the classroom management practices of teachers, as perceived by learner-respondents, received a mean rating of 3.20, also indicating a moderate level of practice. This aligns with findings from Gilmour et al. (2021), who noted that teachers often struggle with managing disruptive behavior effectively, particularly when classroom sizes are large or when there is insufficient professional development in behavior management strategies.

4.3.4. Facilitating Conflict Resolution

As shown in Table 14, the classroom management practices of teachers as perceived by learner-respondents in terms of facilitating conflict resolution. As reflected in the table, a majority of the learner-respondents had the general mean rating of 3.20 or “Moderately Practiced”. It was observed that, “My teacher teaches me to use respectful language when resolving conflicts with peers” had the highest mean of 3.24 equivalent to “Moderately Practiced.”

Table 14. Mean Rating and Interpretations of the Classroom Management Practices of Teachers as Perceived by Learner-Respondents in terms of Facilitating Conflict Resolution

Item	Indicators	Mean Rating	Interpretation
1	My teacher encourages me to express one’s feelings and thoughts openly when conflicts arise.	3.22	Moderately Practiced
2	My teacher listens to all sides of a conflict to understand the perspectives of everyone involved.	3.19	Moderately Practiced
3	My teacher guides in identifying the root cause of the conflict to find a lasting solution.	3.20	Moderately Practiced
4	My teacher teaches me to use respectful language when resolving conflicts with peers.	3.24	Moderately Practiced
5	My teacher promotes empathy by encouraging me to consider how others feel during conflicts.	3.21	Moderately Practiced
6	My teacher helps brainstorm possible solutions to resolve conflicts peacefully.	3.19	Moderately Practiced
7	My teacher ensures that all parties involved in a conflict agree on the solution before moving forward.	3.17	Moderately Practiced
8	My teacher monitors the situation after a conflict is resolved to ensure the solution is maintained.	3.19	Moderately Practiced
9	My teacher uses role-playing activities to teach effective conflict resolution strategies.	3.17	Moderately Practiced
10	My teacher encourages me to seek help from a teacher or trusted adult if a conflict cannot be solved on their own.	3.20	Moderately Practiced
General Mean Rating		3.20	Moderately Practiced

This implies that learner-respondents view their teachers as moderately effective in facilitating conflict resolution among peers. The general mean rating of 3.20 indicates that while learners acknowledge their teachers' efforts in this area, there is still potential for further enhancement in their approaches. The statement “My teacher teaches me to use respectful language when resolving conflicts with peers” receiving the highest mean of 3.24 suggests that learners recognize the importance of respectful communication in conflict resolution and appreciate their teachers' guidance in promoting this behavior. However, the moderately practiced interpretation across other indicators implies that, while the foundational aspects of conflict

resolution are being addressed, there may be opportunities for teachers to provide more comprehensive training and support for learners in resolving conflicts effectively. By implementing additional strategies, such as role-playing exercises or peer mediation programs, teachers can further empower learners to manage conflicts constructively, leading to improved interpersonal relationships and a more harmonious classroom environment.

Finally, learner-respondents rated teachers' facilitation of conflict resolution at 3.20, suggesting that their classroom management practices in this area were also moderate. This finding is supported by Bos (2024), who found that conflict resolution skills require significant training and experience, and many teachers are still developing these skills, resulting in moderate effectiveness as perceived by learners.

4.4. Learners' Discipline as Perceived by the Teacher-Respondents

4.4.1. Following Classroom Rules

As shown in Table 15, the learners' discipline as perceived by the teacher-respondents in terms of following classroom rules. As reflected in the table, a majority of the teacher-respondents had the general mean rating of 3.20 or "Moderately Observed." It was observed that, "My learners help maintain order in the classroom by supporting each other in following the rules" had the highest mean of 3.24 equivalent to "Moderately Observed."

Table 15. Mean Rating and Interpretations of the Learners' Discipline as Perceived by the Teacher-Respondents in terms of Following Classroom Rules

Item	Indicators	Mean Rating	Interpretation
1	My learners follow the classroom rules throughout the school day.	3.18	Moderately Observed
2	My learners respect the rules by listening attentively when they are being discussed or reviewed.	3.20	Moderately Observed
3	My learners remind each other of the classroom rules when someone forgets or breaks them.	3.19	Moderately Observed
4	My learners understand the importance of following the rules to maintain a conducive learning environment.	3.21	Moderately Observed
5	My learners demonstrate responsible behavior by adhering to the rules even when the teacher is not watching.	3.22	Moderately Observed
6	My learners seek clarification if they are unsure about any of the classroom rules.	3.18	Moderately Observed
7	My learners recognize the consequences of not following the rules and make efforts to avoid them.	3.19	Moderately Observed
8	My learners help maintain order in the classroom by supporting each other in following the rules.	3.24	Moderately Observed
9	My learners apply the rules not just in the classroom but in other areas of the school as well.	3.21	Moderately Observed

10	My learners participate in discussions about the rules and suggest improvements when needed.	3.17	Moderately Observed
General Mean Rating		3.20	Moderately Observed

This implies that teacher-respondents perceive learners as moderately effective in following classroom rules, with a general mean rating of 3.20 indicating a satisfactory level of compliance. The observation that “My learners help maintain order in the classroom by supporting each other in following the rules” received the highest mean of 3.24, categorized as “Moderately Observed,” suggests that learners actively engage in fostering a supportive classroom environment where they hold each other accountable for adhering to rules. This positive peer support indicates a collaborative classroom culture, which is beneficial for promoting discipline. However, the overall classification of “Moderately Observed” across other indicators suggests that there is still room for improvement in learners’ adherence to classroom rules. Teachers may benefit from implementing additional strategies, such as reinforcing expectations, recognizing positive behavior, and involving learners in the rule-setting process, to further enhance compliance and create a more disciplined and respectful learning environment.

The teacher-respondents moderately observed that their learners followed classroom rules, with a mean score of 3.20. This aligns with the findings of Welsh (2023), who noted that while learners generally understand classroom rules, consistent adherence can fluctuate depending on factors such as classroom environment and teacher enforcement strategies.

4.4.2. Demonstrating Respectful behavior

As shown in Table 16, the learners’ discipline as perceived by the teacher-respondents in terms of demonstrating respectful behavior. As reflected in the table, a majority of the teacher-respondents had the general mean rating of 3.21 or “Moderately Observed.” It was observed that, “My learners treat classroom materials and school property with care, understanding their shared responsibility” had the highest mean of 3.24 equivalent to “Moderately Observed.”

Table 16. Mean Rating and Interpretations of the Learners’ Discipline as Perceived by the Teacher-Respondents in terms of Demonstrating Respectful Behavior

Item	Indicators	Mean Rating	Interpretation
1	My learners speak politely to their teachers and classmates, using kind and respectful language.	3.18	Moderately Observed
2	My learners listen attentively when others are speaking, without interrupting or causing distractions.	3.19	Moderately Observed

3	My learners show consideration for others' feelings by avoiding hurtful comments or actions.	3.21	Moderately Observed
4	My learners treat classroom materials and school property with care, understanding their shared responsibility.	3.24	Moderately Observed
5	My learners acknowledge and appreciate the opinions of their peers, even when they differ from their own.	3.18	Moderately Observed
6	My learners apologize sincerely when they have caused harm or discomfort to someone else.	3.21	Moderately Observed
7	My learners wait their turn to speak or participate in activities, demonstrating patience and fairness.	3.19	Moderately Observed
8	My learners offer help to classmates who are struggling, showing empathy and cooperation.	3.22	Moderately Observed
9	My learners refrain from teasing or bullying others, understanding the importance of a supportive environment.	3.23	Moderately Observed
10	My learners greet their teachers and classmates warmly each day, fostering a positive and respectful atmosphere.	3.21	Moderately Observed
General Mean Rating		3.21	Moderately Observed

This implies that teacher-respondents perceive learners as moderately effective in demonstrating respectful behavior, with a general mean rating of 3.21 indicating a reasonable level of respectfulness in the classroom. The observation that “My learners treat classroom materials and school property with care, understanding their shared responsibility” received the highest mean of 3.24, categorized as “Moderately Observed,” suggests that learners recognize the importance of maintaining and respecting their environment, which reflects a sense of accountability and collective ownership. This positive behavior is crucial for creating a respectful and conducive learning atmosphere. However, the overall classification of “Moderately Observed” indicates that there may still be areas where respectful behavior could be further encouraged. Teachers might consider reinforcing respectful interactions through explicit teaching of expectations, modeling respectful behavior themselves, and providing opportunities for learners to engage in discussions about the importance of respect within the classroom and school community. By fostering a culture of respect, teachers can enhance learners' overall discipline and contribute to a more positive educational environment.

In terms of demonstrating respectful behavior, the teacher-respondents gave a mean score of 3.21, indicating a moderate observation of learners' discipline. According to Rivero (2024), respectfulness in the classroom is often influenced by teacher-learner relationships, where learners are more likely to display respectful behavior when positive, respectful interactions are modeled by teachers.

4.4.3. Exhibiting Self-Control

As shown in Table 17, the learners' discipline as perceived by the teacher-respondents in terms of exhibiting self-control. As reflected in the table, a majority of the teacher-respondents had the general mean rating of 3.20 or "Moderately Observed." It was observed that, "My learners recognize the importance of following classroom rules and routines, even when no one is watching" had the highest mean of 3.24 equivalent to "Moderately Observed."

Table 17. Mean Rating and Interpretations of the Learners' Discipline as Perceived by the Teacher-Respondents in terms of Exhibiting Self-Control

Item	Indicators	Mean Rating	Interpretation
1	My learners manage their emotions by staying calm when faced with challenging situations.	3.18	Moderately Observed
2	My learners think before they act, avoiding impulsive behaviors that might disrupt the class.	3.19	Moderately Observed
3	My learners resist the urge to talk or move around during quiet work times, maintaining focus on their tasks.	3.22	Moderately Observed
4	My learners wait patiently for their turn in activities or discussions, showing consideration for others.	3.18	Moderately Observed
5	My learners control their reactions when they feel frustrated or upset, opting for peaceful resolutions.	3.19	Moderately Observed
6	My learners avoid interrupting others during lessons or activities, demonstrating respect for the learning environment.	3.22	Moderately Observed
7	My learners practice self-discipline by following instructions even when they might prefer to do something else.	3.17	Moderately Observed
8	My learners refrain from arguing with classmates or teachers, choosing to discuss issues calmly instead.	3.19	Moderately Observed
9	My learners handle disagreements with peers by staying composed and seeking help from a teacher if needed.	3.21	Moderately Observed
10	My learners recognize the importance of following classroom rules and routines, even when no one is watching.	3.24	Moderately Observed
General Mean Rating		3.20	Moderately Observed

This implies that teacher-respondents perceive learners as moderately effective in exhibiting self-control, with a general mean rating of 3.20 indicating an acceptable level of self-regulation in the classroom. The observation that "My learners recognize the importance of following classroom rules and routines, even when no one is watching" received the highest mean of 3.24, classified as "Moderately Observed," suggests that learners are capable of demonstrating responsibility and discipline in their behavior, even in the absence of direct supervision. This awareness of personal accountability is a positive indicator of their maturity and understanding of

classroom expectations. However, the overall classification of “Moderately Observed” suggests that there is still potential for improvement in learners’ self-control. Teachers might focus on strategies that further promote self-regulation, such as setting clear expectations, providing consistent feedback, and encouraging reflection on personal behavior. By enhancing learners’ self-control, teachers can contribute to a more focused and productive learning environment.

The teacher-respondents also rated learners’ self-control as moderately observed, with a mean score of 3.20. This finding is consistent with research by Francisco (2024), which suggests that self-control in learners is often a developing skill that is influenced by external factors such as peer behavior, classroom management techniques, and individual learner differences.

4.4.4. Completing Assigned Tasks

As shown in Table 18, the learners’ discipline as perceived by the teacher-respondents in terms of completing assigned tasks. As reflected in the table, a majority of the teacher-respondents had the general mean rating of 3.20 or “Moderately Observed.” It was observed that, “My learners take responsibility for their own learning by completing all assigned tasks without being reminded” had the highest mean of 3.24 equivalent to “Moderately Observed.”

Table 18. Mean Rating and Interpretations of the Learners’ Discipline as Perceived by the Teacher-Respondents in terms of Completing Assigned Tasks

Item	Indicators	Mean Rating	Interpretation
1	My learners complete their assignments on time, showing responsibility and time management.	3.20	Moderately Observed
2	My learners focus on their tasks during class, minimizing distractions to ensure they finish their work.	3.19	Moderately Observed
3	My learners ask for help when they need it, demonstrating a commitment to completing their tasks accurately.	3.22	Moderately Observed
4	My learners follow instructions carefully to ensure that their tasks are done correctly.	3.19	Moderately Observed
5	My learners check their work for mistakes before submitting it, showing attention to detail.	3.17	Moderately Observed
6	My learners stay on task even when faced with challenges, demonstrating persistence and determination.	3.21	Moderately Observed
7	My learners organize their materials and workspace to make it easier to complete their tasks efficiently.	3.22	Moderately Observed
8	My learners take responsibility for their own learning by completing all assigned tasks without being reminded.	3.24	Moderately Observed
9	My learners submit high quality work that reflects their best effort on each assignment.	3.19	Moderately Observed

10	My learners prioritize their tasks to ensure that the most important assignments are completed first.	3.21	Moderately Observed
General Mean Rating		3.20	Moderately Observed

This implies that teacher-respondents perceive learners as moderately effective in completing assigned tasks, as indicated by the general mean rating of 3.20. The observation that “My learners take responsibility for their own learning by completing all assigned tasks without being reminded” received the highest mean of 3.24, categorized as “Moderately Observed,” suggests that many learners demonstrate a strong sense of accountability and independence in their academic responsibilities. This level of self-direction is a positive sign of their engagement and commitment to their learning process. However, the overall classification of “Moderately Observed” indicates that there may still be some learners who require additional support or motivation to consistently complete their tasks. Teachers might consider implementing strategies such as goal-setting, providing timely feedback, or creating a structured environment that encourages learners to take ownership of their work. By fostering a culture of responsibility, teachers can further enhance learners' discipline and promote a more proactive approach to their educational journeys.

Finally, the teacher-respondents gave a mean score of 3.20 for learners' discipline in terms of completing assigned tasks. This observation reflects findings by Garing (2024), who indicated that task completion rates among learners can vary depending on their motivation, the clarity of instructions, and the level of support provided by the teacher.

4.5. Difference Between the Teacher-Respondents' Perceptions on Classroom Management Practices and Their Profile

4.5.1. Age

As shown in Table 19, a Kruskal-Wallis Test was conducted to assess the difference between age groups of the teacher-respondents. The Kruskal-Wallis Test results revealed no statistically significant difference in scores between the age groups ($H(4) = 2.93, p = .570$) at the 5% level; thus, the null hypothesis was accepted. In conclusion, these findings suggest that age may have no effect on teacher-respondents' classroom management practices.

Table 19. Difference Between the Teacher-Respondents' Perceptions on Classroom Management Practices and Their Profile in terms of Age

Groups	<i>H</i>	<i>df</i>	<i>P</i>	Decision
60 years old and above	2.93	4	.570	Accept H_{01} (Not Significant)
50-59 years old				
40-49 years old				
30-39 years old				
20-29 years old				

This implies that the age of teacher-respondents does not significantly influence their classroom management practices, as evidenced by the Kruskal-Wallis Test results ($H(4) = 2.93, p = .570$). The acceptance of the null hypothesis indicates that teachers, regardless of their age group, exhibit similar classroom management strategies. This finding may suggest that effective classroom management practices are not dependent on age but could be influenced by other factors, such as experience, professional development, or individual teaching philosophies. Therefore, it may be beneficial for educational institutions to focus on enhancing these other aspects to support all teachers in developing effective classroom management skills, regardless of their age.

The results of the present study showed that age did not significantly impact teachers' classroom management practices. This is consistent with findings by O'Dellick (2024), who noted that while age can influence teaching experience, classroom management skills tend to be more closely linked to training and professional development rather than age alone.

4.5.2. Gender

As shown in Table No. 32, a Kruskal-Wallis Test was conducted to assess the difference between sex groups of the teacher-respondents. The Kruskal-Wallis Test results revealed no statistically significant difference in scores between the sex groups ($H(1) = .09, p = .766$) at the 5% level; thus, the null hypothesis was accepted. In conclusion, these findings suggest that sex may have no effect on teacher-respondents' classroom management practices.

Table 20. Difference Between the Teacher-Respondents' Perceptions on Classroom Management Practices and Their Profile in terms of Gender

Groups	<i>H</i>	<i>df</i>	<i>P</i>	Decision
Male	.09	1	.766	Accept H_{01}
Female				(Not Significant)

This implies that the sex of teacher-respondents does not significantly impact their classroom management practices, as indicated by the Kruskal-Wallis Test results ($H(1) = .09, p = .766$). The acceptance of the null hypothesis suggests that male and female teachers utilize similar strategies and approaches in managing their classrooms. This finding indicates that effective classroom management may stem more from individual skills, training, or pedagogical beliefs rather than from the teacher's sex. Consequently, it may be beneficial for educational institutions to focus on providing comprehensive training and professional development opportunities that cater to all teachers, regardless of sex, to enhance their classroom management competencies.

Similarly, the study found no significant difference between a teacher's sex and their classroom management practices. This aligns with research by Lasaiba (2024), which concluded that effective classroom management is more influenced by a teacher's approach and strategies rather than their gender, suggesting that both male and female teachers can exhibit comparable classroom management abilities.

4.5.3. Grade Assignment

As shown in Table 21, a Kruskal-Wallis Test was conducted to assess the difference between the grade assignment groups of the teacher-respondents. The Mean Rank results revealed that the observed scores in the primary classes group ($MR = 70.27$) were higher than those in the

intermediate classes group ($MR = 51.68$) and the kindergarten classes group ($MR = 57.47$). Additionally, the Eta squared result indicated that the strength of the difference was small ($\eta^2 = .05$), suggesting a small effect. Furthermore, the Kruskal-Wallis Test results revealed a statistically significant difference in scores between the grade assignment groups ($H(2) = 7.60, p = .022$) at the 5% level; thus, the null hypothesis was rejected. In conclusion, these findings suggest that the grade assignment may have an effect on teacher-respondents' classroom management practices.

Table 21. Difference Between the Teacher-Respondents' Perceptions on Classroom Management Practices and Their Profile in terms of Grade Assignment

Groups	<i>MR</i>	<i>Eta squared</i> (η^2)	<i>H</i>	<i>df</i>	<i>p</i>	Decision
Intermediate Classes	51.68	.05	7.60	2	.022	Reject H_{01} (Significant)
Primary Classes	70.27	(Small)				
Kindergarten	57.47					

This implies that classroom management practices among teacher-respondents vary according to the grade levels they are assigned to, with those teaching primary classes demonstrating notably higher scores in their practices compared to their counterparts in intermediate and kindergarten classes. The statistically significant difference ($H(2) = 7.60, p = .022$) indicates that factors related to grade assignment—such as learner age, developmental stages, and curriculum demands—may influence how teachers implement classroom management strategies. Although the effect size is small ($\eta^2 = .05$), it suggests that teachers may benefit from tailored professional development that addresses the unique challenges and dynamics associated with managing different grade levels. Such targeted support could enhance classroom management effectiveness across various grade assignments.

However, the study indicated that grade assignment significantly affected teachers' classroom management practices. This finding echoes the research of Smith et al. (2024), who found that teachers in primary grades often use different management techniques compared to those in higher grades, as younger learners typically require more structured guidance and behavior reinforcement.

4.5.4. Teaching Position

As shown in Table 22, a Kruskal-Wallis Test was conducted to assess the difference between the teaching position groups of the teacher-respondents. The Kruskal-Wallis Test results revealed no statistically significant difference in scores between the number of hours spent studying at home groups ($H(5) = 1.85, p = .870$) at the 5% level; thus, the null hypothesis was accepted. In conclusion, these findings suggest that the teaching position may have no effect on teacher-respondents' classroom management practices.

Table 22. Difference Between the Teacher-Respondents' Perceptions on Classroom Management Practices and Their Profile in terms of Teaching Position

Groups	<i>H</i>	<i>df</i>	<i>p</i>	Decision
Master Teacher II	1.85	5	.870	Accept H_{01} (Not Significant)
Master Teacher I				
Teacher III				

Teacher II
Teacher I
Contractual Teacher

This implies that the teaching position of the respondents does not significantly influence their classroom management practices. The Kruskal-Wallis Test results ($H(5) = 1.85, p = .870$) indicate a lack of variance in classroom management strategies employed by teachers across different positions, from Master Teachers to Contractual Teachers. This suggests that regardless of their rank or level within the educational hierarchy, teachers may share similar approaches and attitudes towards classroom management. Therefore, it may be beneficial for professional development programs to focus on universal best practices in classroom management rather than tailoring them to specific teaching positions. By fostering a collaborative learning environment, teachers at all levels can share insights and strategies that contribute to effective classroom management.

The study also revealed no significant difference between teaching position and classroom management practices. This supports the findings of Corrigan and Merry (2024), who emphasized that regardless of rank or position, effective classroom management largely depends on a teacher's personal skills, adaptability, and use of resources rather than their formal teaching rank.

4.5.5. Length of Service

As shown in Table 23, a Kruskal-Wallis Test was conducted to assess the difference between length of service groups of the teacher-respondents. The Kruskal-Wallis Test results revealed no statistically significant difference in scores between the length of service groups ($H(4) = 7.72, p = .102$) at the 5% level; thus, the null hypothesis was accepted. In conclusion, these findings suggest that length of service may have no effect on teacher-respondents' classroom management practices.

Table 23. Difference Between the Teacher-Respondents' Perceptions on Classroom Management Practices and Their Profile in terms of Length of Service

Groups	<i>H</i>	<i>df</i>	<i>p</i>	Decision
40 years and above	7.72	4	.102	Accept H_{01}
30-39 years				(Not Significant)
20-29 years				
10-19 years				
9 years and below				

This implies that the length of service of the teacher-respondents does not significantly affect their classroom management practices. The Kruskal-Wallis Test results ($H(4) = 7.72, p = .102$) indicate that teachers, regardless of their years of experience, tend to employ similar strategies and approaches in managing their classrooms. This lack of variance suggests that factors other than experience, such as professional training or individual teaching philosophies, may play

a more significant role in shaping classroom management practices. Consequently, it may be beneficial for educational institutions to focus on enhancing ongoing professional development opportunities that cater to the needs of all teachers, irrespective of their length of service, to promote effective classroom management across all experience levels.

The study showed no significant difference between length of service and teachers' classroom management practices. This is consistent with the findings of Ostinelli and Crescentini (2021), who observed that while more experienced teachers may have more familiarity with managing classrooms, newer teachers can be equally effective when equipped with up-to-date management strategies and professional development opportunities.

4.5.6. Highest Educational Attainment

As shown in Table 24, a Kruskal-Wallis Test was conducted to assess the difference between the highest educational attainment groups of the teacher-respondents. The Mean Rank results revealed that the observed scores in the EdD/PhD Graduate group ($MR = 120.00$) were higher than those in the With EdD/PhD units group ($MR = 69.42$), the MA Graduate group ($MR = 50.96$), the With MA units group ($MR = 60.52$), and the Education Graduate group ($MR = 79.24$). Additionally, the Eta squared result indicated that the strength of the difference was medium ($\eta^2 = .11$), suggesting a medium effect. Furthermore, the Kruskal-Wallis Test results revealed a statistically significant difference in scores between the highest educational attainment groups ($H(4) = 16.92, p = .002$) at the 5% level; thus, the null hypothesis was rejected. In conclusion, these findings suggest that the highest educational attainment may have an effect on teacher-respondents' classroom management practices.

Table 24. Difference Between the Teacher-Respondents' Perceptions on Classroom Management Practices and Their Profile in terms of Highest Educational Attainment

Groups	<i>MR</i>	<i>Eta squared</i> (η^2)	<i>H</i>	<i>df</i>	<i>P</i>	Decision
EdD/PhD Graduate	120.00	.11	16.92	4	.002	Reject H_{01} (Significant)
With EdD/PhD units	69.42	(Medium)				
MA Graduate	50.96					
With MA units	60.52					
Education Graduate	79.24					

This implies that the highest educational attainment of the teacher-respondents significantly influences their classroom management practices. The results of the Kruskal-Wallis Test ($H(4) = 16.92, p = .002$) demonstrate that teachers with an EdD/PhD exhibit higher Mean Ranks ($MR = 120.00$) in their classroom management strategies compared to those with lower educational qualifications. The medium effect size ($\eta^2 = .11$) further supports the idea that higher educational attainment correlates with enhanced classroom management practices.

These findings suggest that as teachers attain advanced degrees, they may acquire more comprehensive theoretical knowledge and practical skills that inform their approaches to managing classroom dynamics effectively. Consequently, educational institutions may consider fostering advanced educational programs and professional development opportunities that emphasize classroom management strategies, ultimately aiming to improve the teaching effectiveness of all teachers regardless of their current qualifications.

Lastly, the study found that highest educational attainment was significant in relation to teachers' classroom management practices. This finding is supported by Taylor and Charlebois (2024), who emphasized that teachers with advanced degrees, such as a Master's degree, tend to employ more refined and evidence-based management strategies, improving their effectiveness in maintaining classroom discipline and fostering a conducive learning environment.

4.6. Difference Between the Classroom Management Practices as Perceived by Teacher-Respondents and Learner-Respondents

As shown in Table No. 37, a Kruskal-Wallis Test was conducted to assess the difference between the classroom management practices as perceived by teacher-respondents and learner-respondents' groups. The Kruskal-Wallis Test results revealed no statistically significant difference in scores between the classroom management practices as perceived by teacher-respondents and by learner-respondents' groups ($H(1) = .03, p = .875$) at the 5% level; thus, the null hypothesis was accepted. In conclusion, these findings suggest that the teacher-respondents' perceptions on their classroom management practices may be unbiased, as there is no significant difference between their perceptions and those of their learners.

Table 25. Difference Between the Classroom Management Practices as Perceived by Teacher-Respondents and by Learner-Respondents Groups

Groups	<i>H</i>	<i>df</i>	<i>P</i>	Decision
Perception of Teacher-Respondents	.03	1	.875	Accept H_0 (Not Significant)
Perception of Learner-Respondents				

This implies that the perceptions of classroom management practices held by teacher-respondents align closely with those of learner-respondents, indicating a level of consistency and mutual understanding in the classroom environment. The Kruskal-Wallis Test results ($H(1) = .03, p = .875$) demonstrate that both groups view the classroom management strategies as similarly effective, suggesting that teachers may be accurately reflecting their practices in a manner that learners also recognize.

The absence of a statistically significant difference points to a shared perspective on classroom management, which can enhance the learning environment. When both teachers and learners share a common understanding of classroom management practices, it may foster a more collaborative and supportive atmosphere, ultimately benefiting learner engagement and academic performance.

These findings could encourage teachers to continue seeking feedback from their learners regarding classroom management strategies, as such feedback may affirm the effectiveness of their practices and guide further improvements. Additionally, this alignment could suggest that teacher training programs emphasize the importance of understanding learners' perspectives to enhance classroom management effectiveness. The results of the present study revealed no significant difference between the classroom management practices as perceived by teacher-respondents and learner-respondents, aligning with previous research that suggests a shared understanding of classroom dynamics between teachers and learners (Asbari, 2024).

4.7. Correlation Between the Teacher-Respondents' Perceptions on Classroom Management Practices and Their Learners' Discipline

As shown in Table 26, the correlation between the teacher-respondents' perceptions on classroom management practices and their learners' discipline by using the Spearman's Rho Correlation. It shows that the classroom management practices of teachers had a *positively weak non-significant correlation* with the learners' discipline in terms of classroom rules ($r = .10, p = .295$), a *negatively weak non-significant correlation* in terms of demonstrating respectful behavior ($r = -.20, p = .827$), a *positively weak non-significant correlation* in terms of exhibiting self-control ($r = .10, p = .300$), a *positively weak non-significant correlation* in terms of completing assigned tasks ($r = .13, p = .167$), and a *positively weak non-significant correlation* with the overall learner's discipline ($r = .10, p = .258$), at 5% significance level; thus, the null hypothesis was *accepted*.

Table 26. Correlation Between the Teachers' Perceptions on Classroom Management Practices and their Learners' Discipline

Dependent Variables	<i>R</i>	<i>p</i>	Interpretation	Decision
Following Classroom Rules	.10	.295	Positive Weak Correlation	Accept H ₀₂ (Not Significant)
Demonstrating Respectful Behavior	-.20	.827	Negative Weak Correlation	Accept H ₀₂ (Not Significant)
Exhibiting Self-Control	.10	.300	Positive Weak Correlation	Accept H ₀₂ (Not Significant)
Completing Assigned Tasks	.13	.167	Positive Weak Correlation	Accept H ₀₂ (Not Significant)
Overall	.10	.258	Positive Weak Correlation	Accept H ₀₂ (Not Significant)

The positive correlation implies that as the value of independent variable (teachers' perception on their classroom management practices) increased, the value of the dependent variable (learners' discipline) tended to increase. Therefore, the results suggest that improvements in teachers' classroom management practices are associated with better discipline among their learners.

This implies that while there is a weak correlation between teachers' perceptions of their classroom management practices and their learners' discipline, the lack of statistical significance suggests that these perceptions may not directly influence learner discipline in a meaningful way. Although a positive correlation was observed, indicating a tendency for learners' discipline to improve alongside positive perceptions of classroom management, the overall weak strength of the correlations indicates that other factors may also play a significant role in shaping learners' behavior.

The results highlight the complexity of the relationship between teacher practices and learner outcomes. It suggests that while effective classroom management may contribute to a conducive learning environment, it may not be sufficient on its own to ensure optimal learner discipline. Factors such as learner motivation, family involvement, peer influences, and individual learner differences could also significantly impact learners' behavior in the classroom.

Therefore, while teachers should continue to refine their classroom management strategies, it is equally important to consider a holistic approach that addresses various elements influencing

learner discipline. Engaging with learners, parents, and the broader school community may provide additional insights and support that can enhance discipline and overall learner success. Future research could also explore these additional variables to gain a more comprehensive understanding of the dynamics at play in the classroom setting.

The results of this study indicate a weak but positive non-significant correlation between teachers' perceptions of classroom management practices and their learners' discipline in following classroom rules. This finding aligns with the research of Hodges and Raczaszek-Leonardi (2021), who suggested that while classroom management strategies are important, other factors such as learner motivation and home environment may have a stronger influence on rule-following behavior.

Regarding demonstrating respectful behavior, the study found a weak but negative non-significant correlation between teachers' perceptions of classroom management practices and their learners' discipline. This is consistent with the findings of Suroso et al. (2024), who noted that perceived respectfulness may not always directly correlate with classroom management, as respect is influenced by cultural, interpersonal, and social dynamics that extend beyond classroom practices.

A weak but positive non-significant correlation was also identified between teachers' perceptions of classroom management practices and their learners' discipline in exhibiting self-control. Similar results were found by Dumciene and Sipaviciene (2021), who suggested that while effective classroom management can help foster self-regulation, learners' individual differences, such as temperament and emotional maturity, play a larger role in developing self-control.

Similarly, the study observed a weak but positive non-significant correlation between teachers' perceptions of classroom management practices and their learners' discipline overall. This finding reflects Ertesvag et al. (2024), who argued that while classroom management techniques contribute to general discipline, other factors such as peer relationships and classroom environment may also significantly influence learner behavior.

On a broader scale, the study found a weak but positive non-significant correlation between teachers' perceptions of classroom management practices and their learners' discipline as a whole. According to Shank (2024), this suggests that classroom management alone may not be sufficient to significantly impact overall learner discipline, and other contextual factors must be considered to better understand learner behavior in the classroom.

In conclusion, while the study found weak but positive correlations between teachers' perceptions of their classroom management practices and learners' discipline, these relationships were non-significant. This implies that although classroom management practices are important, they may not independently determine the level of discipline exhibited by learners. Other factors, such as individual learner differences, home influences, and social dynamics, likely play a significant role in shaping learner behavior. Future research could explore the interplay of these factors and examine interventions that combine classroom management with broader support systems to enhance learner discipline.

4.8. An Enhanced Classroom Environment Program to Improve Classroom Management Practices of Elementary Teachers and Learners' Discipline

Creating a structured and positive learning environment is essential for effective teaching and successful learning outcomes. This program equips teachers with tools to enhance classroom management, promote positive discipline, and foster mutual respect and accountability among learners. Through workshops, peer observations, and restorative practices, teachers develop

strategies to address behavioral issues, implement conflict resolution, and encourage self-discipline. Learners engage in activities like rule-setting, emotional regulation, and empathy-building to create a supportive and respectful classroom atmosphere. The program's success will be reflected in improved classroom management, learner behavior, and teacher-learner interactions, ultimately fostering a harmonious and productive learning environment.

5. CONCLUSIONS

1. The majority of elementary teachers were female, aged 40 to 49, assigned to primary grades, holding Teacher I positions with less than nine years of service, and possessing Master's degrees, indicating a relatively young yet well-educated workforce.
2. Classroom management practices, particularly in maintaining discipline, managing disruptive behavior, and facilitating conflict resolution, were moderately practiced, reflecting teachers' efforts to balance order and individual learner needs.
3. Learners perceived their teachers' classroom management practices as moderately effective, with alignment between teacher and learner views on rule-setting and behavior management, though challenges in addressing disruptive behavior and conflict resolution were noted.
4. Elementary teachers observed moderate levels of learner discipline in following rules, showing respect, exercising self-control, and completing tasks, suggesting that more consistent strategies may be needed to improve these areas.
5. Teacher characteristics such as age, sex, position, and length of service had no significant impact on classroom management practices, but grade assignment and educational attainment, particularly having a Master's degree, influenced effectiveness, emphasizing the role of professional development.
6. There was no significant difference between the perceptions of teachers and learners regarding classroom management, indicating a shared understanding of classroom practices.
7. The study identified weak but non-significant correlations between teachers' perceptions of classroom management practices and learners' discipline, suggesting that while classroom management is important, other factors like learner characteristics and home environment play a larger role in influencing behavior.
8. An enhanced classroom environment program aimed at improving the classroom management practices of elementary teachers and learners' discipline.

6. RECOMMENDATIONS

1. Elementary teachers should receive targeted professional development opportunities to enhance classroom management skills and effectiveness in primary grades.
2. Elementary teacher should implement training workshops focused on effective classroom management strategies to improve practices in maintaining discipline and addressing disruptive behaviors.
3. Elementary teachers should foster open communication with the elementary learner to collaboratively address challenges in managing disruptive behavior and conflict resolution in the classroom.
4. Elementary teachers should develop and implement more consistent and structured strategies to enhance the elementary learner's discipline in following rules, showing respect, and completing tasks effectively.

5. Elementary teachers should prioritize participation in professional development programs that focus on advanced classroom management techniques, especially for those with Master's degrees, to enhance effectiveness in diverse grade assignments.
6. Elementary teachers should maintain and encourage the shared understanding of classroom management practices with the elementary learner to further strengthen classroom dynamics.
7. Elementary teachers should consider exploring additional factors influencing the elementary learner's behavior, such as learner characteristics and the home environment, to develop more comprehensive strategies for improving discipline in the classroom.
8. Elementary teachers should design and execute a classroom environment program that specifically addresses the needs of both teachers and learners to enhance overall classroom management practices and discipline.
9. Further studies should investigate the impact of specific classroom management strategies on both teacher effectiveness and learner discipline across diverse classroom settings, including the influence of various learner characteristics and home

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