

# Classroom Management Practices among Elementary Schools Teachers at Patikul East District, Division of Sulu

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**ABSTRACT.** This research sought to examine the classroom management strategies employed by elementary teachers in the Patikul East District under the Division of Sulu. A descriptive survey design was adopted, involving 100 purposively selected participants from the district. The survey instrument consisted of two sections: the first captured demographic data of respondents, while the second assessed the extent of classroom management practices using ten items per subcategory. Frequency and percentage were used to address the first research question, while mean and standard deviation were applied to the second. For the third research question, a t-test was utilized for gender differences, and ANOVA for other profile variables. The fourth question was analyzed using Pearson's *r*. Findings revealed that a majority of the respondents were aged 35 and above, predominantly female, married, and holders of a bachelor's degree. The results highlighted that teachers recognize the essential role of classroom management in influencing student behavior. The average scores indicated consistent application of strategies that encourage positive student engagement and conduct. A relatively small standard deviation suggested consensus among respondents, reinforcing the notion that structured management practices contribute significantly to a constructive learning environment. No statistically significant differences were found in classroom management practices when categorized by demographic profile. However, a strong positive correlation was observed between student behavior and the classroom environment, suggesting that a well-organized setting positively impacts student behavior.

**KEYWORDS:** *Classroom, Management, Practices, Elementary Schools*

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## Introduction

Classroom management is closely tied to teachers' understanding of student behavior, their approach to managing various aspects of the classroom environment, and their beliefs about the causes of student misbehavior. The role of effective classroom management in educational success is widely acknowledged across multiple perspectives. Primarily, it involves the application of strategies and techniques that foster an environment conducive to effective teaching and learning. Additionally, it requires the integration of educational goals, instructional methods, teaching materials, and assessment tools (Sadik & Akbulut, 2015). In the context of public schools like Patikul East, Chavez (2020) identifies the challenges teachers face in addressing the diverse needs of students, stressing the importance of adaptive approaches to maintain classroom efficiency.

Effective management goes beyond maintaining discipline. It also plays a role in reducing stress and enriching students' learning experiences (Aliakbari & Bozargmanish, 2015). Chavez (2023) further argues that family-school collaboration significantly influences teachers' classroom management abilities, noting how parental involvement can enhance student motivation and behavior. External factors, such as parents' limited educational backgrounds, can also impact student behavior and engagement in class (Murro, Lobo, Inso, & Chavez, 2023). Consequently, classroom management must account for these influences, emphasizing the importance of both home support and teachers' capacity to navigate these challenges effectively.

In line with these perspectives, Finley (2017) outlines key strategies for successful classroom management, including the importance of appropriate consequences, smooth transitions, and fostering positive teacher-student relationships. Teachers are also tasked with managing time, space, and resources effectively, ensuring a well-organized environment that supports learning. Moreover, Chavez, Adalia, and Alberto (2023) highlight the need for engaging students through thoughtful instructional planning that acknowledges the social and familial contexts shaping their learning experiences. Adapting teaching strategies based on these factors is essential for maintaining a productive classroom atmosphere.

This study was conducted based on the researcher's belief in the importance of investigating the impact of classroom management strategies used by teachers in the Patikul East District, Division of Sulu. Given the unique challenges faced by educators in this region, it is crucial to examine classroom management practices that can enhance student success.

### **Research Questions**

The objective of this research was to examine the classroom management strategies employed by elementary school teachers in the Patikul East District, Division of Sulu. More specifically, the study aimed to address the following research questions:

1. What is the demographic profile of student-respondents in terms of:
  - 1.1 Age;
  - 1.2 Gender;
  - 1.3 Year level;
  - 1.4 Parent's average monthly income; and
  - 1.5 Parent's educational attainment?
2. What is the level of social-emotional competence of Social Science students at selected public HEIs in Sulu in the following dimensions:
  - 2.1 Self-awareness;
  - 2.2. Social awareness;
  - 2.3. Self-management;
  - 2.4. Relationship management; and
  - 2.5 Responsible decision-making?
3. Is there a significant difference in the level of social-emotional competence of Social Science students at selected public HEIs in Sulu when data are categorized according to:
  - 3.1 Gender;
  - 3.2. Age;
  - 3.3. Year level;
  - 3.4. Parent's average monthly income; and
  - 3.5. Parent's educational attainment?

4. Is there a significant correlation among the sub-levels subsumed under level of social-emotional competence of Social Science students at selected public HEIs in Sulu?

### **Foreign Literature and Studies**

*Classroom Management.* Classroom management refers to the approaches teachers utilize to set expectations, establish routines, and enforce rules that contribute to creating an efficient learning environment. It involves creating boundaries, ensuring discipline, and maintaining order, all of which are crucial for students' academic and social success. Effective classroom management requires patience, appropriate timing, and a deep understanding of student behavior (Ari et al., 2016). Teachers handling multiple subjects face unique challenges in balancing these demands, which can affect the quality of instruction. Research indicates that teachers need adaptable skills to handle multiple workloads while maintaining balance and ensuring effective teaching (Castro et al., 2024).

*Student Behavior.* Student behavior is a broad concept encompassing several factors that influence the classroom environment. Academic engagement, including active participation in class, completing assignments, and paying attention, directly correlates with academic performance (Evans et al., 2015). Social interactions, such as cooperation, empathy, and resolving conflicts, are also critical for student success and relationship-building. Classroom behavior, including following instructions, staying on task, and contributing to a positive atmosphere, is vital for maximizing learning potential and ensuring all students succeed. Emotional regulation is another key factor, as managing stress and emotions impacts not just academic outcomes but overall well-being. Additionally, compliance with classroom rules is necessary for maintaining a safe and productive space. Recognizing individual differences, such as learning styles and cultural backgrounds, is essential for creating inclusive classrooms where every student has the chance to thrive (Evans et al., 2015). Furthermore, inclusive teaching practices and adherence to policies are important in overcoming barriers and improving the learning experience for all students (Leon et al., 2024).

*Classroom Environment.* The physical classroom environment, including aspects such as temperature, lighting, and noise, plays a significant role in student learning. A caring, secure, and intellectually stimulating environment is conducive to student success (Ari et al., 2016). Teachers must create an environment that reduces distractions and supports academic growth. Teachers' working conditions, including awareness of policies and rights like the Magna Carta for women workers and teachers, also impact classroom dynamics and teacher performance (Chavez et al., 2024).

*Parent-Teacher Collaboration.* Parent-teacher collaboration is especially important for younger students, but teachers often encounter challenges with parents who are overly involved or disengaged. Over-involved parents may disrupt the learning process by micromanaging, causing stress for both students and teachers. Such interference complicates effective classroom management and hampers the learning process (Ari et al., 2016). Establishing clear communication and setting boundaries with parents is essential for maintaining a productive classroom environment where both students and educators can flourish.

*Teacher-Student Relationships.* Positive teacher-student relationships are central to effective classroom management. Research has shown that teachers who form strong, supportive relationships with their students and demonstrate belief in their abilities are better at managing classrooms. Adapting teaching methods to address students' individual needs helps create an

engaging and supportive learning environment (Chen et al., 2021). These relationships are crucial for motivating students and creating a classroom where they feel valued.

*Classroom Management as an Ongoing Process.* Classroom management is a continuous process rather than a one-time task. Though each classroom may present its unique challenges, the ultimate goal remains student success. Teachers must manage various aspects, such as instruction, rules, relationships, and discipline, to create a conducive learning environment (Garrett, 2018). This ongoing process demands that teachers remain responsive to the evolving needs of their students and adjust their strategies as necessary. Teachers' leadership and responsiveness to challenges, including those from the community and other stakeholders, are essential in cultivating a positive and inclusive learning atmosphere (Chavez et al., 2024).

*Seating Arrangements and Flexible Seating.* Seating arrangements in the classroom can have a profound impact on learning. Traditional seating setups, where students sit in rows facing forward, minimize distractions but make interaction and group work difficult. In contrast, flexible seating allows students to select their preferred learning spots, promoting autonomy and a sense of community. This approach enhances student engagement and can reduce disruptive behavior by giving students more control over their learning environment (Al-Bataineh, 2021).

*Culturally Responsive Teaching.* In classrooms with diverse student populations, it is essential for teachers to implement culturally responsive teaching strategies. Teachers must be mindful of students' cultural backgrounds and values to create an inclusive and respectful learning environment. Culturally responsive teaching fosters student engagement and improves academic outcomes for students from diverse backgrounds (Saridas & Cobanoglu, 2023).

*Evidence-Based Classroom Management.* Research indicates that evidence-based classroom management strategies significantly enhance student engagement and minimize disruptions. Effective practices include active instruction, where teachers maintain supervision and actively engage students in learning tasks, and providing timely feedback to reinforce positive behavior and support academic growth. Additionally, offering opportunities for student responses during lessons fosters active participation and maintains engagement (Gage, 2019). Classrooms that fail to implement these practices effectively often experience reduced student engagement and higher levels of disruption, emphasizing the need for solid classroom management techniques to foster a productive learning environment.

## **Local Literature and Studies**

*Classroom Management.* Classroom management involves the strategies and methods teachers use to foster a productive learning environment. Wolff et al. (2021) emphasize that effective classroom management goes beyond merely maintaining order—it also plays a crucial role in nurturing an environment that supports both academic progress and social development. Effective management ensures that students are actively engaged in learning, while also encouraging the development of social and moral skills. Teachers must strike a balance between behavioral control and instructional guidance to cultivate an environment that maximizes learning (Martin & Sass, 2021).

*Importance of Classroom Organization.* An organized classroom is vital for enhancing students' academic performance. In a study conducted by Moore (2012) involving 270 children and 19 teachers, a positive relationship was found between specific classroom management techniques and improved student test scores. Aliakbar & Heidarzadi (2015) also noted that effective classroom management enhances students' abilities to ask questions and explore new ideas, provided the learning environment fosters engagement and discovery.

*Classroom Management Techniques.* Effective classroom management requires a balanced approach, utilizing strategies that are firm, fair, and friendly. Teachers implement a variety of techniques to handle disruptive behavior, such as establishing clear rules and providing consistent reinforcement. Nanyele et al. (2018) highlighted the importance of involving students in creating classroom rules, fostering a sense of responsibility and commitment. Al-Wadi (2018) found that using positive reinforcement alongside consistent disciplinary measures significantly improved student behavior. Clear communication of expectations, as outlined by Center's Assertive Theory, helps students understand the consequences of their actions and motivates them to follow rules.

*Inclusive Education and Policy Alignment.* Although schools strive to implement inclusive education practices, Otukile-Mongwaketse (2018) observed a gap between policy recommendations and actual classroom practices. The study showed that although policies advocated for inclusivity, they were not always effectively implemented in the classroom, reducing their impact. Teachers need to ensure that their classroom management strategies align with inclusive education policies to achieve the desired results.

*Positive Behavioral Interventions.* Positive Behavioral Interventions and Supports (PBIS) have become a key focus in schools nationwide. Leach & Helf (2016) highlighted that PBIS is centered around preventive strategies and consistent consequences when behavioral expectations are not met. The aim is to reduce negative behaviors while promoting positive actions in a constructive manner. This approach supports the idea that modifying the classroom environment can reduce disciplinary issues. Stone (2020) argued that building strong student-teacher relationships is more effective than using harsh punishments to address disruptive behavior.

*Feedback and Praise in Classroom Management.* Providing feedback is a crucial aspect of classroom management as it influences students' motivation and behavior. Al-Gandhi (2017) emphasized that effective feedback helps students improve their performance and encourages them to complete assignments. Anthony et al. (2019) found that students tend to respond better to feedback focused on effort rather than ability. Teachers should use constructive praise to reinforce positive behavior and foster a growth mindset among students.

*Teacher Experience and Classroom Management.* Experienced teachers are generally more effective in managing classrooms compared to those who are less experienced. Schafer & Barker (2018) found that highly skilled teachers, who ranked in the top quartile, encountered fewer disruptions in the classroom than their less experienced counterparts. This study suggests that classroom management is an ongoing process, with effective teachers working collaboratively with students to create an optimal learning environment.

*Classroom Management Theories.* Classroom management theories continue to evolve, with several prominent frameworks focusing on human psychology to guide effective strategies. Praven & Alex (2017) identified four key theories that help shape classroom management practices. These theories stress the importance of understanding student behavior and applying evidence-based strategies to improve classroom dynamics.

*Teacher Visual Expertise.* Visual expertise is a valuable skill for teachers, especially in managing classroom situations. Niek van den Bogert (2016) conducted a study that examined how experienced and novice teachers perceive classroom events, such as student disengagement and disruptions. Using eye-tracking and verbal think-aloud techniques, the study revealed that experienced teachers are more adept at identifying problematic situations and responding effectively. This skill is essential for teachers to manage classroom dynamics and prevent disruptions before they escalate.

## Methodology

This chapter outlines the research methodology, the study's location, the participants, the research instruments used, the data collection procedures, and the statistical methods employed for data analysis.

### 1. Research Design

This study employed the descriptive research method. According to Kelly (2003), descriptive research focuses on detailing and interpreting the current conditions, relationships, opinions, ongoing processes, evident effects, or emerging trends.

### 2. Research Locale and Respondents

The study was conducted in the Patikul East District, Division of Sulu, and involved five elementary schools: Kawmpang Elementary School, Amman Elementary School, Don Jose Godinez Elementary School, Mudjunun Elementary School, Danag Elementary School, and Anuling Elementary School. The study was carried out during the 2024-2025 academic year.

The participants in the study were teachers from these selected elementary schools within Patikul East District, Division of Sulu. A total of 100 teachers, both male and female, were selected as respondents. Table 1 provides an illustration of the sample selection process.

Distribution of respondents

No.	Respondents	Corresponding number of Teacher
1	Kawmpang Elementary School	20
2	Amman Elementary School	10
3	Don Jose Godinez Elementary School	30
4	Mudjunun Elementary School	20
5	Danag Elementary School	10
6	Anuling Elementary School	10
Total:		100

### 3. Sampling Design

The research utilized a purposive sampling technique, where the researcher intentionally selected 100 teachers from the chosen elementary schools in Patikul East District, Division of Sulu, ensuring both male and female teachers were included. Since the sample was specifically chosen based on the researcher's criteria, it falls under purposive sampling

### 4. Research Instrument

The research instrument employed in this study was a survey questionnaire adapted from Usman and Mirijim (2017). The questionnaire consists of two sections. The first section gathers demographic information about the respondents, including their name, age, gender, civil status, and highest educational attainment. The second section focuses on evaluating the classroom management practices of elementary school teachers in Patikul East District, Division of Sulu. This section includes three variables: Student Behavior, Classroom Environment, and Parent-Teacher Collaboration, with each variable containing 10 statements.

### 5. Data Gathering Procedure

Before distributing the questionnaire-checklist to the respondents, the researcher obtained permission from the Dean of Graduate Studies at Sulu State College through a formal letter

addressed to the school heads of the six selected elementary schools. Additionally, a letter was provided to the teacher respondents to inform them about the purpose of the study.

Subsequently, the researcher personally distributed and collected the completed survey questionnaires. The collected data were then submitted for statistical analysis and processing.

#### 6. *Statistical Treatment of Data*

The statistical methods employed in this study are as follows:

- 1) To address the question "What is the demographic profile of the respondents in terms of age, gender, civil status, and highest educational attainment?" the statistical tools used were frequency and percentage.
- 2) To answer the question "What is the extent of Classroom Management Practices among teachers in Patikul East District, Division of Sulu, concerning Student Behavior, Classroom Environment, and Work with Parents?" the statistical tools used were the weighted mean and standard deviation.
- 3) To respond to the question "Is there a significant difference in the extent of Classroom Management Practices in Patikul East District when categorized according to demographic factors such as age, gender, civil status, and educational attainment?" the statistical tools employed were the T-Test and One-way ANOVA.
- 4) To answer the question "Is there a significant correlation among the sub-categories under Classroom Management Practices when categorized by Student Behavior, Classroom Environment, and Work with Parents?" the statistical tool used was Pearson's  $r$ .

The scale below was adapted in the analysis of the result of computations obtain from the use of descriptive and inferential statistical tools:

SCALE	SCALE VALUE	INTERPRETATION
5	4.50 – 5.00	Strongly Agree
4	3.50 – 4.49	Agree
3	2.50 – 3.49	Uncertain
2	1.50 – 2.49	Disagree
1	1.00 – 1.49	Strongly Disagree

## Results

This chapter presents the analysis, interpretation, and presentation of the results based on the data collected for this study. It also discusses the level of Classroom Management Practices among elementary teachers in Patikul East District, Division of Sulu. Additionally, it provides an overview of the teacher-respondents' demographic profiles, including age, gender, civil status, and educational attainment. The chapter further examines the level of Classroom Management Practices as perceived by the selected elementary school teachers in Patikul East District, Division of Sulu, and the significant correlations and differences within these sub-categories when the data are categorized according to the respondents' demographic profiles.

The following sections present, analyze, and interpret the results, which have been scored and statistically treated, addressing each of the research questions.

1. What is the demographic profile of the teacher-respondents at Patikul East District in terms of 1.1 Age, 1.2 Gender, 1.3 Civil Status and 1.4 Educational Attainment?

### 1.1 *In terms of Age*

Table 1.1 The table below presents the demographic profile of the teacher-respondents based on age. From the data, it is evident that out of 100 teacher-respondents, 8 (8.0%) fall

within the age group of 25 years old and below, 33 (33.0%) are between the ages of 26 and 34, and 59 (59.0%) are 35 years old and above. This indicates that the majority of the teacher-respondents in this study are aged 35 and above, suggesting that most participants belong to the older age category as defined in this study.

Table 1.1 Age Distribution of Teacher-Respondents in Patikul East District, Division of Sulu.

Age	Number of respondents	Percent
25 years old and below	8	8.0%
26-34 years old	33	33.0%
35 years old and above	59	59.0%
Total	100	100%

### 1.2 In terms of Gender

Table 1.2 The table below illustrates the demographic profile of teacher-respondents based on gender. It can be observed that out of the 100 teacher-respondents, 20 (20.0%) are male, while 80 (80.0%) are female. This indicates that the majority of the respondents are female, with women making up the predominant gender group among the teacher-respondents in Patikul East District.

Table 1.2 Gender Distribution of Teacher-Respondents in Patikul East District, Division of Sulu.

Gender	Number of respondents	Percent
Male	20	20.0%
Female	80	80.0%
Total	100	100%

### 1.3 In terms of Civil Status

Table 1.3 the table below presents the demographic profile of the teacher-respondents based on civil status. Among the 100 teacher-respondents, 45 (45.0%) are single, 53 (53.0%) are married, 1 (1.0%) is widowed, and 1 (1.0%) is separated. This indicates that the majority of the teacher-respondents are married, highlighting that a significant proportion of elementary school teachers in Patikul East District are married.

Table 1.3 Civil Status Distribution of Teacher-Respondents in Patikul East District, Division of Sulu.

Civil Status	Number of respondents	Percent
Single	45	45.0%
Married	53	53.0%
Widowed	1	1.0%
Separated	1	1.0%
Total	100	100%

### 1.4 In terms of Educational Attainment

Table 1.4 the table below presents the demographic profile of teacher-respondents based on their educational attainment. Out of 100 teacher-respondents, 79 (79.0%) hold a bachelor's degree, 14 (14.0%) have a bachelor's degree with MA units, 4 (4.0%) possess a master's degree, and 3 (3.0%) have a doctoral degree. This indicates that the majority of the respondents have only completed their bachelor's degree, suggesting that Patikul East District's elementary schools have a limited number of faculty members with advanced degrees, which may influence the level of expertise and instructional methods used in the classroom.

*Table 1.4 Educational Attainment of Teacher-Respondents in Patikul East District, Division of Sulu.*

Educational Attainment	Number of respondents	Percent
Bachelor’s Degree	79	79.0%
Bachelor’s degree with MA units	14	14.0%
Master’s degree	4	4.0%
Doctoral degree	3	3.0%
Total	100	100%

2. What is the level of the Classroom Management Practices of the teachers at Patikul East District, Division of Sulu in the context of 2.1 Student Behavior, and 2.2. Classroom Environment and 2.3 Work with Parents?

*2.1 In the context of Student Behavior*

Table 2.1 the level of Classroom Management Practices among Elementary Teachers at Patikul East District, Division of Sulu, in the context of Student Behavior is presented. This category received a total weighted mean score of 4.24 with a standard deviation of 0.38974, which is classified as “Agree.” This suggests that the teachers involved in this study recognize the importance of classroom management practices in influencing student behavior. A weighted mean score of 4.24 implies that teachers consistently apply strategies that encourage positive student behavior and active classroom engagement. The relatively low standard deviation of 0.38974 indicates a strong consensus among the teacher-respondents, suggesting that the majority of teachers in Patikul East District share similar views on how structured classroom management impacts student conduct.

The following items were rated as “Agree” by the teacher-respondents: “Students in my classroom are engaged and actively participate in learning activities,” “Students in my classroom are able to work independently,” “Students in my classroom manage their emotions appropriately,” “Students follow the classroom management practices,” and “Students in my classroom can work effectively both independently and in groups.”

*Table 2.1 Extent of Promoting Literacy Development in Early Elementary Years Through Instructional Materials and Resources.*

	Statements	Mean	S.D	Rating
1	Student in my classroom generally follow classroom rules and expectations.	4.50	.659	Strongly Agree
2	Students in my classroom are engaged and participate actively in learning activities.	4.48	.502	Agree
3	Students in my classroom are able to work independently.	4.28	.668	Agree
4	The classroom management practices have run smoothly.	4.30	.595	Agree
5	Students in my classroom are able to manage their emotions appropriately.	4.21	.686	Agree
6	Students in my classroom frequently express frustration or anger.	3.87	.981	Agree
7	I encounter frequent instances of disruptive behavior in my classroom	3.90	.916	Agree
8	The students follow the classroom management practices.	4.26	.562	Agree

9	Students in my classroom are able to work independently and in groups effectively.	4.24	.588	Agree
10	The classroom management have been balances toward students and teachers.	4.35	.539	Agree
Total Weighted Mean		4.24	.38974	Agree

Legend: (5) 4.50-5.00=Strongly Agree; (4) 3.50-4.49=Agree; (3) 2.50- 3.49=Uncertain; (2) 1.50- 2.49=Disagree; (1) 1.00- 1.49=Strongly Disagree

## 2.2 In the context of Classroom Environment

Table 2.2 This shows the level of Classroom Management Practices among elementary teachers at Patikul East District, Division of Sulu, specifically in the context of Classroom Environment. This category received a total weighted mean score of 4.38, with a standard deviation of 0.32775, which is rated as "Agree." This result suggests that the teachers involved in this study acknowledge that effective classroom management practices are essential in fostering a positive classroom environment. The weighted mean score of 4.38, rated as "Agree," indicates that teachers recognize the importance of organizing the physical space and maintaining a structured yet flexible classroom atmosphere.

The relatively low standard deviation of 0.32775 reflects strong agreement among the teacher-respondents at Patikul East District, Division of Sulu, suggesting that there is a shared view on the significance of a well-managed classroom in enhancing student focus and participation.

Among the items that were rated as "Agree" by the teacher-respondents include:

- 1) "There is mutual respect between students and teachers.",
- 2) "Students in my classroom feel a sense of belonging and community."
- 3) "My classroom fosters a culture of active learning and engagement."
- 4) "The classroom is well-equipped with the necessary resources and materials for learning."
- 5) "The classroom is well-lit and has adequate ventilation."

Table 2.2 Extent of Classroom Management Practices among Elementary Teachers in Patikul East District, Division of Sulu, in Terms of Classroom Environment.

	Statements	Mean	S.D	Rating
1	The classroom is well-organized.	4.55	.500	Strongly Agree
2	There is a mutual respect between students and teachers.	4.49	.522	Agree
3	Students in my classroom feel sense of belonging and community.	4.37	.485	Agree
4	My classroom fosters a culture of active learning and engagement.	4.27	.510	Agree
5	Students in my classroom feel respected and valued.	4.46	.558	Agree
6	The classroom is well-equipped with the necessary resources and materials for learning.	4.26	.597	Agree
7	The classroom is conducive to learning	4.36	.578	Agree
8	Build positive relationship among learners	4.47	.540	Agree
9	Provide positive reinforcement	4.38	.528	Agree
10	The classroom is well-lit and has adequate ventilation.	4.23	.566	Agree
Total Weighted Mean		4.38	.32775	Agree

Legend: (5) 4.50-5.00=Strongly Agree; (4) 3.50-4.49=Agree; (3) 2.50- 3.49=Uncertain; (2) 1.50- 2.49=Disagree; (1) 1.00- 1.49=Strongly Disagree

### 2.3 In the context of Work with Parents

Table 2.3 this section presents the level of Classroom Management Practices among elementary teachers in Patikul East District, Division of Sulu, in terms of working with parents. The category received a total weighted mean score of 4.22 with a standard deviation of 0.33169, which is rated as "Agree." This indicates that the teachers in this study acknowledged the importance of collaborating with parents as a crucial aspect of effective classroom management. With a mean score of 4.22, the results suggest that teachers in Patikul East District, Division of Sulu, recognize the value of maintaining open communication and nurturing strong school-home partnerships. The relatively low standard deviation of 0.33169 reflects consistent responses, showing that there is a shared view among the teachers on the importance of parental involvement in supporting students' overall performance in the classroom.

Notably, teacher-respondents rated the following items as "Agree": "Teachers maintain regular communication with parents to provide updates on students' progress and behavior," "Parents are encouraged to participate in classroom activities, events, and volunteer opportunities," "Parents are involved in problem-solving discussions to address behavioral challenges and set goals for improvement," and "Teachers collaborate with parents on a home-school behavior plan and share goals for students."

Table 2.3 Extent of Classroom Management Practices among Elementary Teachers at Patikul East District, Division of Sulu in Terms of Parent Collaboration.

	Statements	Mean	S.D	Rating
1	The teachers maintain regular communication with parents to provide updates on students' progress and behavior.	4.44	.556	Agree
2	Parents are encouraged to participate in classroom activities, events, and volunteer opportunities.	4.14	.636	Agree
3	Parent-teacher conferences are scheduled regularly to discuss students' academic performance, behavior and concern.	4.17	.533	Agree
4	Clear classroom expectations, rules, and procedures are communicated to parents at the beginning of school year.	4.37	.506	Agree
5	Teachers recognize and appreciate parents for their involvement and support in the classroom.	4.33	.533	Agree
6	Parents are involved in problem-solving discussions to address behavioral challenges and set goals for improvement.	4.07	.555	Agree
7	Resources, workshops, or information sessions are provided for parents on effective parenting strategies and behavior management	4.07	.624	Agree
8	Teachers demonstrate cultural sensitivity by respecting the diverse background and beliefs of parents.	4.31	.598	Agree
9	Teachers adapt their communication and engagement strategies to meet the unique need of each family.	4.21	.478	Agree
10	Collaborate with parents on a home school behavior plan and share goals for students.	4.11	.510	Agree
	Total Weighted Mean	4.22	.33169	Agree

Legend: (5) 4.50-5.00=Strongly Agree; (4) 3.50-4.49=Agree; (3) 2.50- 3.49=Uncertain; (2) 1.50- 2.49=Disagree; (1) 1.00- 1.49=Strongly Disagree

3. Is there a significant difference in the level of Classroom Management Practices among Elementary teachers at Patikul East District, Division of Sulu when data are grouped according to their demographic profile in terms of 3.1 Age, 3.2 Gender, 3.3 Civil Status; 3.4 Educational Attainment?

### 3.1 According to Age

Table 3.1 This section presents the differences in the level of Classroom Management Practices among Elementary teachers at Patikul East District, Division of Sulu, when data is grouped according to their age. The table shows that all F-values and probability values are not significant at an alpha level of 0.05. This indicates that, despite variations in the age of teacher-respondents, there is no significant difference in their perceptions of the subcategories within the level of Classroom Management Practices among Elementary teachers in the district.

This suggests that teachers aged 35 years and older do not perceive the level of Classroom Management Practices differently from those who are 25 years old and younger, as categorized in this study. Therefore, it can be concluded that age does not significantly influence how teachers perceive Classroom Management Practices. Consequently, the hypothesis stating that “There is no significant difference in the level of Classroom Management Practices among Elementary teachers at Patikul East District, Division of Sulu when data is classified according to their demographic profile in terms of age” is accepted.

Table 3.1 Variation in Classroom Management Practices among Elementary Teachers at Patikul East District, Division of Sulu Based on Age Demographics.

	Sources of Variation	Sum of squares	Mean Square	F	Sig.	Description
Student Behavior	Between Groups	.467	.233	1.553	.217	Not Significant
	Within Groups	14.571	.150			
	Total	15.038				
Classroom Environment	Between Groups	.324	.162	1.526	.223	Not Significant
	Within Groups	10.310	.106			
	Total	10.634				
Work with Parents	Between Groups	.220	.110	1.002	.371	Not Significant
	Within Groups	10.671	.110			
	Total	10.892				

Significant at alpha 0.05

### 3.2 According to Gender

Table 3.2 This section presents the difference in the level of Classroom Management Practices among Elementary teachers at Patikul East District, Division of Sulu when the data are grouped according to gender. As indicated in the table, all t-values and probability values are not significant at an alpha level of 0.05. This suggests that male and female teacher-respondents do not differ in their perceptions of the subcategories related to Classroom Management Practices among Elementary teachers at Patikul East District, Division of Sulu. Consequently, this implies that being a male teacher does not make one more likely to perceive Classroom Management Practices differently than female teachers, or vice versa.

Thus, it can be concluded that gender does not have a significant impact on how teacher-respondents at Patikul East District, Division of Sulu perceive Classroom Management Practices. Therefore, the hypothesis stating that "There is no significant difference in the level of Classroom Management Practices among Elementary teachers at Patikul East District, Division of Sulu when data are classified according to gender" is accepted.

Table 3.2 Variation in the level of Classroom Management Practices among Elementary teachers at Patikul East District, Division of Sulu based on their demographic profile in terms of gender.

Variables	Grouping	Mean	S.D	Mean Difference	t	Sig.	Description
Student Behavior	Male	4.2150	.42831	-.03000	-.306	.760	Not Significant
	Female	4.2450	.38217				
Classroom Environment	Male	4.3200	.33966	-.08000	-.976	.331	Not Significant
	Female	4.4000	.32491				
Work with Parents	Male	4.2050	.36198	-.02125	-.255	.799	Not Significant
	Female	4.2263	.32598				

\* Significant at alpha 0.05

### 3.3 According to Civil Status

Table 3.3 This section presents the difference in the level of Classroom Management Practices among Elementary teachers at Patikul East District, Division of Sulu when the data are categorized according to their civil status. From the table, it is evident that all the F-values and probability values for the subcategories are not significant at an alpha level of 0.05. This indicates that, despite the differences in civil status among the teacher-respondents, their perceptions of the level of Classroom Management Practices do not significantly vary. This suggests that teacher-respondents who are married do not have a better understanding of the level of Classroom Management Practices compared to those who are single, separated, or widowed, and vice versa. Therefore, it can be concluded that the civil status variable does not have a significant impact on how teacher-respondents perceive the level of Classroom Management Practices. As a result, the hypothesis stating that "There is no significant difference in the level of Classroom Management Practices among Elementary teachers at Patikul East District, Division of Sulu when data are grouped by civil status" is accepted.

Table 3.3 Variation in the level of Classroom Management Practices among Elementary teachers at Patikul East District, Division of Sulu when data are categorized based on their Civil Status.

Sources of Variation		Sum of squares	df	Mean Square	F	Sig.	Description
Student Behavior	Between Groups	.783	3	.261	1.757	.161	Not Significant

	Within Groups	14.255	96	.148			
	Total	15.038	99				
Classroom Environment	Between Groups	.705	3	.235	2.270	.085	Not Significant
	Within Groups	9.930	96	.103			
	Total	10.634	99				
Work with Parents	Between Groups	.045	3	.015	.132	.941	Not Significant
	Within Groups	10.847	96	.113			
	Total	10.892	99				

\* Significant at alpha 0.05

### 3.4 According to Educational Attainment

Table 3.4 presents the difference of the level of Classroom Management Practices among Elementary teachers at Patikul East District, Division of Sulu when data are grouped according to their demographic profile in terms of Educational Attainment. It can be gleaned from this table that all the F-values and probability values of the subcategories subsumed are not significant at alpha 0.05. This means that though the teacher-respondents involved in this study vary in their Educational Attainment, generally they do not differ in their perceptions toward the level of Classroom Management Practices. It implies that teacher-respondents who have doctorate degree may not be a better perceiver on the level of Classroom Management Practices compared to those who attained only a bachelor's or master's degree and vice versa.

Hence, it is safe to say that the Educational Attainment variable has no significant intervention in the ways how teacher-respondents perceive the level of Classroom Management Practices at Patikul East District, Division of Sulu. Therefore, the hypothesis which states that: "There is no significant difference in the level of Classroom Management Practices among Elementary teachers at Patikul East District, Division of Sulu, when data are classified according to their demographic profile in terms of Educational Attainment" is accepted.

Table 3.4 Difference in the level of Classroom Management Practices among Elementary teachers at Patikul East District, Division of Sulu when data are grouped according to their demographic profile in terms of Educational Attainment.

Sources of Variation		Sum of squares	df	Mean Square	F	Sig.	Description
Student Behavior	Between Groups	.760	4	.190	1.264	.290	Not Significant
	Within Groups	14.278	95	.150			
	Total	15.038	99				
Classroom Environment	Between Groups	.293	4	.073	.673	.613	Not Significant

	Within Groups	10.342	95	.109			
	Total	10.634	99				
Work with Parents	Between Groups	.360	4	.090	.811	.521	Not Significant
	Within Groups	10.532	95	.111			
	Total	10.892	99				

\* Significant at alpha 0.05

4. Is there a significant correlation among the sub-categories subsumed under the level of Classroom Management Practices among Elementary teachers at Patikul East District, Division of Sulu?

Table 4. This section presents the correlation among the subcategories of Classroom Management Practices among Elementary teachers at Patikul East District, Division of Sulu. As shown in the table, the computed Pearson correlation coefficients (Pearson  $r$ ) for these variables are statistically significant at an alpha level of 0.05.

The correlational analysis among the subcategories of Classroom Management Practices among the teachers at Patikul East District is as follows:

- 1) High Positive Correlation between Student Behavior and Classroom Environment ( $r = .611, p = .000$ ): This suggests that a well-organized and structured classroom environment has a significant influence on student behavior. It implies that teachers who implement clear rules and engaging activities foster better student behavior.
- 2) Moderate Positive Correlation between Classroom Environment and Work with Parents ( $r = .515, p = .000$ ): This indicates that strong parental involvement positively contributes to the creation of an effective and well-maintained classroom environment. Collaborative efforts between teachers and parents in reinforcing school expectations and rules can enhance student engagement and discipline.
- 3) Moderate Positive Correlation between Student Behavior and Work with Parents ( $r = .414, p = .000$ ): This reveals that parental involvement plays a significant role in shaping student behavior. Open communication and collaboration between teachers and parents are crucial as they directly impact student behavior.

Overall, it can be concluded that the subcategories of Classroom Management Practices among Elementary teachers at Patikul East District, Division of Sulu are highly correlated. Therefore, the hypothesis stating that “There is no significant correlation among the sub-categories subsumed under the level of Classroom Management Practices among Elementary teachers at Patikul East District, Division of Sulu” is rejected.

Table 4. Shows the correlation among the subcategories subsumed under the level of Classroom Management Practices among Elementary teachers at Patikul East District, Division of Sulu.

Variables		Pearson $r$	Sig.	N	Description
Dependent	Independent				
Student Behavior	Classroom Environment	.611**	.000	100	High

	Work with Parents	.414**	.000	100	Moderate
Classroom Environment	Work with Parents	.515**	.000	100	High

\*Correlation coefficient is significant at alpha .01

Correlation Coefficient Scales Adopted from Hopkins, Will (2002):

0.0-0.1 = Nearly Zero; 0.1-0.3 = Low; 0.3-0.5 = Moderate; 0.5-0.7 = High; 0.7-0.9 = Very High; 0.9-1 = Nearly Perfect.

## Conclusion

The following conclusions were drawn based on the findings of the study:

1. The results suggest that a significant portion of the teacher-respondents in this study falls into the older age groups, with the majority being female. Furthermore, a large number of teachers in Patikul East District are married, and there is a noticeable lack of faculty members with advanced degrees in the area. This lack of advanced qualifications could potentially affect the level of specialization and the quality of instructional strategies implemented in classrooms.
2. The findings indicate that teachers understand the importance of organizing the physical space in the classroom and maintaining a structured, yet flexible, environment. Additionally, the teachers recognize the vital role of collaboration with parents in effective classroom management. The low standard deviation reflects the consistency in responses, suggesting a shared understanding among teachers about the significance of parental involvement in supporting overall student performance in the classroom.
3. The results imply that, regardless of their age, teacher-respondents generally have similar perceptions of the subcategories of Classroom Management Practices in Patikul East District. This suggests that teachers aged 35 and above do not have a different perspective on classroom management practices compared to those aged 25 and below. Similarly, there was no significant difference in perceptions between male and female teacher-respondents. This finding further suggests that being male or female does not influence how teachers perceive the effectiveness of classroom management practices.
4. The findings show that teachers who establish clear rules and create engaging classroom activities are likely to foster better student behavior. Additionally, collaboration between teachers and parents in reinforcing school rules and expectations positively impacts student engagement and discipline. This highlights the importance of maintaining open communication and collaboration with parents to shape student behavior.

The research aligns with previous studies, showing a strong positive correlation between effective classroom management practices and positive student behavior. Well-managed classrooms tend to experience fewer behavioral issues and higher levels of student engagement. A conducive learning environment promotes better academic outcomes, and when teachers collaborate with parents, it significantly enhances their ability to manage student behavior and create a positive learning environment (Nisar, 2019).

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