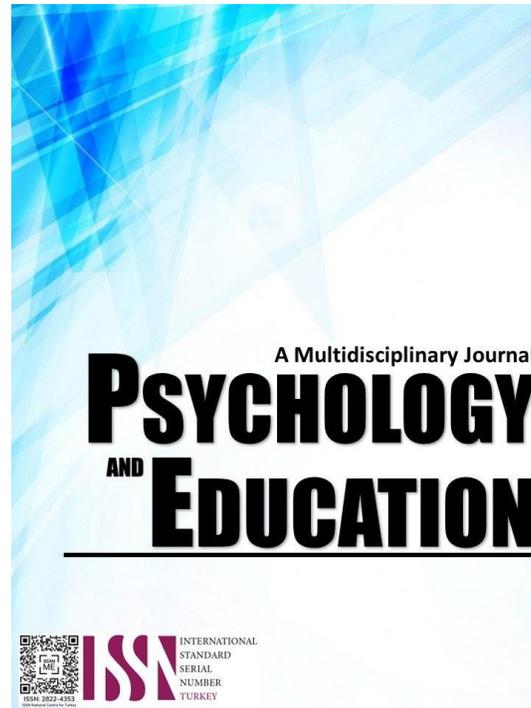


MANAGEMENT PRACTICES AND TEACHERS' PERFORMANCE



PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL

Volume: 47

Issue 3

Pages: 386-399

Document ID: 2025PEMJ4562

DOI: 10.70838/pemj.470306

Manuscript Accepted: 06-07-2025

Management Practices and Teachers' Performance

Glyza A. Pollescas,* Phoebe A. Aguilar

For affiliations and correspondence, see the last page.

Abstract

The main objective of the study was to describe the level of the classroom management practices of teachers in terms of time management practices, classroom discipline practices, physical environment practices in the classroom, and classroom routine practices; to find out the teachers' performance; and to correlate the significant relationship between the teachers' classroom management practices and teachers' performance. The study's respondents were 107 elementary teachers in Kibawe East District, Division of Bukidnon, school year 2024-2025. Total enumeration sampling was employed to determine the teachers from the different schools in Kibawe East District. The instrument used in the study on teachers' classroom management practices was adapted from Legaspia and Brobob (2023). The instrument on the teachers' performance was consistent with the DepEd Order No. 2 s. 2015 prescribing the Guidelines on the Establishment and Implementation of the Results-Based Performance Management System (RPMS) in the Department of Education under Section 5 of DO 42, s. 2017 on the National Adoption and Implementation of the Philippine Professional Standards for Teachers (PPST). The descriptive analysis evaluates teachers' level of classroom management practices in terms of time management, classroom discipline, physical environment, and routine practices, which receive strong agreement, indicating very high-level responses from the teachers. It is essential to highlight that the teachers demonstrate outstanding performance, exhibiting a consistently high level of teaching effectiveness across all responses. This high level of performance reflects the teachers' strong commitment to delivering quality instruction, with only slight differences in how individual teachers are perceived. The correlation results revealed a significant relationship between teachers' classroom management practices and their performance. The variables encompass time management, classroom discipline, physical environment, and routine practices.

Keywords: *classroom management practices, time management practices, physical environment practices, classroom routine practices, teachers' performance*

Introduction

On the most basic level, classroom management refers to the skillfulness that teachers use to facilitate instruction, ensuring that learners are learning most effectively in a smooth classroom environment. Having a structured system in which expectations are set for learner behavior in the classroom can help deliver the best results regarding class activities, ensuring that learners are held accountable for their actions and behaviors.

In the field of education, the primary level is one of the most challenging and crucial stages, and classroom management is a significant issue in this regard. Having said that, it is believed that teachers need to be extra careful during a delicate stage of the child's development, as it could make or break their attitude and perspective towards schooling, as well as their interpersonal relationships within the class. These and more reasons make classroom management one of the most important topics that teachers must consider. It is where the teachers' knowledge on this matter reflects the way they handle their classes, as well as learners' performance in the class.

Classroom management is a critical prerequisite for encouraging learners to learn and perform better. Classroom management is also referred to as the administration or direction, with particular attention to issues such as discipline, democratic methods, the use and upkeep of supplies and reference materials, the physical characteristics of the classroom, general housekeeping, and the social interactions of pupils (Corpuz, 2019). Classroom managers at the elementary level shall manage the resources to facilitate learning. These resources include the 3M's: the first is moment, which is the time that learners are accountable for their learning; second are materials, which are the instructional materials to be used by the teachers themselves and should be the best instructional materials inside the classroom; and the third is man, the learners themselves that serve as the key participants in the learning process. Moreover, classroom management practices, which may include activities such as seating arrangements, attendance, day-to-day classroom courtesies, and the selection of instructional materials, are also essential for teachers to know (Corpuz, 2019).

Classroom management skills, on the one hand, manifest themselves in planning lessons, organizing pupils' seating arrangements, managing learning resources, maintaining pupils' records, and overseeing the discipline and time management of pupils (Dewsbury, 2019). Effective learning does not happen by accident, but rather requires a well-managed classroom, which fosters a more effective learning atmosphere. As such, all the components of good classroom management, including discipline, seating arrangement, organization of learning resources, time management, and management of pupils' records, are considered.

One of the biggest challenges for all teachers, particularly at the primary level, is how to manage a class composed mainly of young individuals with innocent, curious, and receptive minds. A positive attitude may seem like a simple concept, but some teachers may find it challenging to approach their pupils with a positive attitude on a day-to-day basis. Teachers sometimes fail to display the warm,



welcoming attitude that gives a good impression to their pupils on the first day of school. The one they provided was a wonderful experience for the pupils, so they would be excited to go back to school the following days. Developing a good rapport with pupils is extremely important for building an individual relationship. Encouraging pupils to believe that their best interests are a priority can be highly beneficial for their development in both academic and non-academic areas. On the brighter side, a teacher who teaches with a positive attitude will more likely have pupils who will develop positive attitudes as well.

Research Questions

This study aimed to find out the relationship between teachers' classroom management practices and teachers' performance in the elementary schools of Kibawe East District, Division of Bukidnon, during the school year 2024-2025. Specifically, it sought to answer the following questions:

1. What is the level of teachers' classroom management practices in terms of: time management practices, classroom discipline practices, physical environment practices in the classroom, and classroom routine practices?
2. What is the level of teachers' performance?
3. Is there a significant relationship between teachers' classroom management practices and teachers' performance?

Methodology

Research Design

The investigation utilized a descriptive-correlational research design. The data gathered were analyzed quantitatively. A descriptive method was used in the study to describe the classroom management practices in terms of time management, classroom discipline, physical environment, classroom routine, and teachers' performance. It also considers the relationship between the teachers' classroom management practices and teachers' performance.

Respondents

The respondents of the study were the 107 elementary teachers in Kibawe East District, Division of Bukidnon, school year 2024-2025. Total enumeration was employed to determine the teachers from the different schools in Kibawe East District. Total enumeration sampling was employed in this study. This is a type of purposive sampling technique where the researcher chooses to examine the entire population that has a particular set of characteristics. In sampling, units refer to the elements that comprise the population. When using total enumeration sampling, it is most likely that these units were people. Total population sampling is a type of purposive sampling technique in which the entire population is examined that has a particular set of characteristics.

Canonizado (2021) notes that total enumeration sampling is used when the entire population is small and shares well-defined features, as using only a fraction of it may not accurately measure what is desired; it can also eliminate any possible bias that may arise from the sampling technique. Total enumeration, also known as complete enumeration or the census method, involves studying every member of a population to gather comprehensive data. This approach contrasts with sampling techniques, which involve selecting a subset of the population. While total enumeration ensures complete data collection, its feasibility depends on various factors, including population size and the availability of resources.

Table 1. *Distribution of Respondents of the Study*

<i>Schools</i>	<i>Number of Teachers</i>
Natulonagn Central Elementary School	25
Sanipon Elementary School	8
Mascariñas Elementary School	5
Cagawasan Elementary School	7
Sampaguaita Elementary School	8
Silahis Elementary School	6
Bukang Liwayway Elementary School	8
Kisawa Elementary School	5
Magsaysay Elementary School	5
Kisurang Elementary School	3
Bagong Silang Elementary School	3
Pinamula Integrated School	10
Tumaras Integrated School	7
Kikipot Integrated School	7
Total	107

Instrument

The first instrument used in the study on teachers' classroom management practices was adapted from Legaspia and Brobob (2023). These include the following variables: time management practices, classroom discipline practices, physical environment practices in the classroom, and classroom routine practices.

The second instrument of the study was on the teachers' performance. This is consistent with the DepEd Order No. 2 s. 2015 prescribing the Guidelines on the establishment and Implementation of the Results-Based Performance Management System (RPMS) in the Department of Education, and pursuant to Section 5 of DO 42, s. 2017 on the National Adoption and Implementation of the Philippine Professional Standards for Teachers (PPST), which mandates that all performance appraisals for teachers were based on this set of standards, the Department continues its commitment to integrating and embedding the PPST into the RPMS for teachers.

Procedure

A formal request for the data collection was secured from the Schools' Division Superintendent, then to the Public Schools' District Supervisor and school administrators, to allow the researcher to administer the survey questionnaire. The researcher personally visits the schools to administer and retrieve the questionnaire. As soon as the research questionnaires were collected, the researcher immediately checked, tallied, tabulated, presented, and analyzed the data gathered as part of the main text of this study.

Data Analysis

The following statistical procedures were employed to answer the specific problems of the study:

Problems 1 and 2: Descriptive statistics, including the mean, standard deviation, and percentage, were used to determine the teacher's classroom management practices and the teachers' performance.

Problem 3: Pearson Product-Moment Correlation (Pearson r) was used to establish the relationships between the teacher's classroom management practices and teachers' performance.

Ethical Considerations

It is crucial to ensure the privacy and anonymity of the teachers who participate in this research. Teachers may be more inclined to participate honestly and openly if they are assured that their identities and personal information were kept confidential. The following ethical concerns were addressed:

Informed Consent. Obtain informed consent from all participating teachers and clearly explain the purpose of the study, the data collection process, and how their information was used. This was to ensure that they have the option to withdraw from the study at any time without facing consequences.

Data De-identification. Teachers were asked to remove or replace any personally identifiable information (such as names, school names, or contact details) from the data during analysis and reporting. Pseudonyms may be assigned to participants to protect their identities.

Secure Data Storage. Safeguard the collected data by storing it securely, using encryption where necessary, and limiting access to authorized personnel only. This was to ensure that data is not accidentally disclosed to unauthorized parties. **Ethical Review:** Ethical approval was sought from an institutional review board (IRB) or ethics committee to ensure that the research design and data handling procedures meet ethical standards and guidelines.

Results and Discussion

The data collected from the respondents is presented, analyzed, and interpreted in this chapter. Mean, tables, standard deviation and correlation were used in the data analysis process. This chapter was arranged under the appropriate subject below, and the sequence in which the individual problems were presented in the problem statement determined the presenting order.

It primarily focuses on the level of classroom management practices of teachers, specifically in terms of time management, classroom discipline, physical environment, and classroom routine practices, and examines the teachers' performance. It also examines the relationship between teachers' classroom management practices and their performance.

Tables 2, 3, 4, and 5 present the levels of classroom management practices among teachers in terms of time management, classroom discipline, physical environment, and classroom routine practices. Table 6 presents the teachers' performance. Table 7 presents the test for a significant relationship between teachers' classroom management practices and their performance. The indicators, mean values, and corresponding interpretations are included in the tables. The variables, r and p -values, are also shown in the table.

Table 2 presents the level of time management practices of the teachers. The results highlight that the highest-rated item was 'I remain involved with the learners during the entire class period' ($M = 4.79$, $SD = 0.43$). This suggests that teachers place a strong emphasis on maintaining active engagement with learners throughout the lesson. The relatively high mean score, combined with the low standard deviation, indicates that this aspect of teaching is consistently valued across all the teachers. This finding highlights the significance of teacher presence and participation in creating a dynamic learning environment. Active engagement not only enhances learners' attention and participation but also promotes a more interactive and responsive classroom.

The result is attributed to Obenza-Tanudtanud and Obenza (2023), who conducted a convergent mixed-methods study evaluating teacher-student interactions and student learning engagement in an educational setting. The study found that both teacher-student

interaction and student learning engagement. Notably, teacher-student interaction was found to predict student learning engagement. This suggests that enhancing teacher-student interactions can significantly improve student engagement in the learning process.

Table 2. *Level of Time Management Practices*

<i>Item</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>Qualitative Description</i>
I remain involve with the learners during the entire class period.	4.79	.43	Strongly Agree
I follows a consistent schedule standard set by the Department of Education.	4.64	.54	Strongly Agree
I maintain the procedures in establishing school routines in the beginning of the school year.	4.70	.48	Strongly Agree
I start work on one thing at a time.	4.61	.51	Strongly Agree
I limit disruptions and interruptions through appropriate behavioral check.	4.49	.57	Strongly Agree
I use a common place to keep materials such as scissors, school supplies.	4.68	.51	Strongly Agree
I handle administrative task quickly.	4.44	.62	Strongly Agree
I finish my paperwork at home or after class hours so there will be no disruption	4.51	.66	Strongly Agree
I break task down into manageable steps.	4.52	.57	Strongly Agree
I organized the day priorities.	4.60	.55	Strongly Agree
Mean Score	4.60	.35	Strongly Agree

Legend: 4.20–5.00 = Strongly Agree (Very High Level); 3.40–4.19 = Agree (High Level); 2.60–3.39 = Neither (Moderate Level); 1.80–2.59 = Disagree (Low Level); 1.00–1.79 = Strongly Disagree (Very Low Level).

Moreover, the need for ongoing professional development is critical for enhancing classroom management practices. De Vera (2022) notes that training programs focusing on innovative strategies and conflict resolution significantly improve teachers' management skills. Furthermore, mentorship and collaborative learning among educators are increasingly recognized as effective means of professional growth.

Conversely, the lowest-rated item was 'I handle administrative tasks quickly' ($M = 4.44$, $SD = 0.62$), suggesting that teachers may encounter difficulties in efficiently managing administrative responsibilities. While the mean score is still relatively high, the slightly lower rating, coupled with a wider standard deviation, indicates a noticeable variation in how teachers perceive their efficiency in handling administrative duties. This variability could imply that some teachers struggle with time management or feel overwhelmed by the administrative demands of their role. These tasks, which often include grading, paperwork, and compliance with institutional requirements, may detract from the time and energy available for direct engagement with learners. This finding highlights the potential challenge teachers face in balancing instructional responsibilities with administrative duties, which can impact overall job satisfaction and effectiveness. It may also reflect the broader issue of increasing administrative workload in education systems, a concern noted in recent studies.

This substantiates (Ansis, 2018) that the teaching profession is highly inspiring, intellectually demanding, and emotionally rewarding. Like other professions, teaching must subject itself to organized and objective planning, preparation, and execution of lessons in order to direct learners towards different learning episodes. It commits itself to an unbiased analysis, problem-solving, and modification of the learning outcomes. It is within this concept of teaching that a teacher is committed to enduring teaching responsibilities, along with additional time spent filling out paperwork, grading schoolwork, dealing with administrators, and attending meetings, all against all odds.

Additionally, Felton (2019) stated that time management is the process of planning and exercising conscious control over the time spent on specific activities, particularly to enhance effectiveness, efficiency, or productivity. Furthermore, Cottrell (2019) defines time management as a balancing act between various demands of study, social life, employment, family, and personal interests and commitments, all within the constraints of time. Using time effectively gives the person a "choice" in spending/ managing activities at their own time and discretion.

Hence, Bilbao (2019) pointed out that teachers can execute scheduling, goal setting, prioritizing tasks, managing paperwork, and managing interruptions to meet the demands of their job. These save their time without compromising the quality of teaching and service. Furthermore, Forsyth (2020) suggested that maintaining a work-life balance is one of the necessities for managing limited resources and available time efficiently and effectively.

The overall mean score was 4.60 ($SD = 0.35$), indicating a strong consensus among teachers about the effective implementation of time management strategies in their classrooms. This high means, along with the relatively low standard deviation, suggests that most teachers are confident in their ability to manage time effectively during lessons.

The consistency in responses points to a widespread recognition of the importance of time management in ensuring that instructional goals are met and that learners remain engaged throughout the class period. Effective time management is often linked to better learners' outcomes, as it allows for smoother transitions between activities. It ensures that teachers can dedicate adequate time to both instruction and learners' interaction. This finding highlights that teachers are generally successful in balancing various teaching tasks, which is critical for maintaining a well-organized and productive learning environment.



This is reflected with Fleming (2019), effective time management increases an individual's confidence and makes him self-assured. Individuals who can accomplish tasks within the stipulated time frame can improve their life and balance not only in their organization, but also amongst their peers and family. Consequently, a teacher who can manage his time well implies a well-managed classroom. Hence, he can provide an environment in which teaching and learning can flourish smoothly, resulting in positive academic achievement of the students. Moreover, the teacher can meet the educational needs of every student, address urgent situations promptly, and prevent falling behind when unexpected situations arise.

Table 3. *Level of Classroom Discipline Practices*

<i>Item</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>Qualitative Description</i>
I have adequate knowledge and skills in handling occurrences of misbehavior likewise contribute to a trouble prone setting.	4.60	.51	Strongly Agree
I considers the learners' varied background such as family background, physical and mental capacities, emotional traits among others.	4.79	.43	Strongly Agree
I am sensitive to possible misdirection of efforts and interactions are fast to switch from one technique to another as the need arises.	4.50	.56	Strongly Agree
I consider the learners abilities and interests in implementing group-oriented methodologies such as cooperative learning approach, team learning, peer tutoring and group projects and collections.	4.68	.49	Strongly Agree
I am calm in the midst an untoward behavior can ensure an acceptable solution for all.	4.51	.59	Strongly Agree
I am careful not to embarrass a learners in front of his peers unnecessarily.	4.59	.57	Strongly Agree
I create a class culture that encourages appropriate behavior and discourages disruption.	4.65	.50	Strongly Agree
I document disruptive behaviors.	4.45	.66	Strongly Agree
I always impose discipline to avoid bullying.	4.75	.48	Strongly Agree
I know school guidelines for discipline and procedure.	4.74	.48	Strongly Agree
Mean Score	4.63	.35	Strongly Agree

Legend: 4.20–5.00 = Strongly Agree (Very High Level); 3.40–4.19 = Agree (High Level); 2.60–3.39 = Neither (Moderate Level); 1.80–2.59 = Disagree (Low Level); 1.00–1.79 = Strongly Disagree (Very Low Level).

Table 3 presents the teachers' perceptions of classroom discipline. The highest-rated item was 'I consider the learners' varied backgrounds, such as family background, physical and mental capacities, emotional traits, among others' (M = 4.79, SD = 0.43), underscoring the importance of inclusivity and awareness in effectively managing learners' behavior. The high mean score, coupled with a low standard deviation, indicates a strong consensus among teachers that understanding and addressing the diverse needs of learners is significantly important in a disciplined classroom environment. By recognizing the individual differences in learners' backgrounds, teachers are better equipped to tailor their approaches to behavior management, creating a more supportive and respectful atmosphere. This finding underscores the significance of cultural competence and emotional intelligence in promoting positive learner behavior and cultivating an environment where all learners feel valued and understood. It suggests that teachers who are sensitive to these factors are more likely to successfully manage classroom discipline and foster an inclusive, respectful learning space.

The result aligns with the study by Grant (2017), which explored the role of parental involvement and social-emotional skills in children's academic achievement. The literature explains that environment and family background play a significant role in a child's academic achievement; therefore, if we blame the schools/school systems for the poor performance of the students, we fail to recognize that parental involvement is just as important.

The lowest-rated item was 'I document disruptive behaviors' (M = 4.45, SD = 0.66), suggesting that, while teachers actively enforce classroom discipline, formal documentation of disruptive behaviors may not be as consistently practiced. The moderate mean score, combined with a relatively higher standard deviation, implies that there is some variability in how teachers approach this aspect of discipline. While many teachers may handle disruptive behaviors in real-time through interventions or verbal warnings, formally documenting such incidents may be perceived as time-consuming or less immediate in its importance. This finding could reflect challenges in balancing day-to-day classroom management with the administrative burden of recording and tracking behavior. Additionally, it may indicate that teachers rely on more informal strategies or immediate responses rather than formalized documentation, which could have implications for the effectiveness of behavior management over time and for maintaining consistent records of learners' conduct.

This conforms with Dela Cruz (2023), who examined the knowledge, attitudes, and classroom discipline practices of public elementary school teachers in the Philippines. The study found that teachers' understanding of discipline and their attitudes significantly influence their classroom management strategies, emphasizing the need for professional development in this area. Dela Cruz (2023) discussed the impact of school discipline as perceived by basic education teachers in the Philippines. The study emphasized that effective discipline strategies are crucial for creating a safe and orderly learning environment, which is essential for student success.

The overall mean score was 4.63 (SD = 0.35), reflecting a strong consensus among teachers that effective discipline strategies are in place. The high mean score, coupled with a low standard deviation, indicates that most teachers agree on the importance and



effectiveness of the discipline strategies they implement in the classroom. This consistency suggests that teachers feel confident in their ability to manage classroom behavior and maintain a conducive learning environment. The results highlight the widespread recognition of the role that well-established discipline strategies play in promoting learners' engagement and minimizing disruptions. Effective discipline not only helps maintain order but also fosters a positive and respectful classroom atmosphere where learners can thrive academically and emotionally.

This aligns with Dela Cruz (2023), who addressed the challenges of disciplining 21st-century learners in the Philippines. The author suggested that building positive teacher-student relationships, setting clear expectations, fostering a culture of respect, and using differentiated instruction are effective strategies for maintaining discipline in modern classrooms. An opinion article by Dela Cruz (2023) explored the relationship between classroom discipline and emotion dysregulation. The author argued that teachers must model regulated behavior to help students manage their emotions and maintain discipline in the classroom.

Table 4. *Level of Physical Environment Practices in the Classroom*

<i>Item</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>Qualitative Description</i>
I arrange well the furniture such as chairs and tables for demonstrations.	4.78	.44	Strongly Agree
I maintain clean, well-lighted, well-ventilated, noise free and fresh classroom.	4.75	.44	Strongly Agree
I chose the right size of the chair that would depend on the students' size if they kept on a large desk or a smaller one, they would feel uncomfortable, and their movements will be affected.	4.69	.48	Strongly Agree
I consider the physical environment a safe place where curious, overactive, and energetic children are always on the go.	4.71	.48	Strongly Agree
During class hours I observe proper lighting and ventilation must be provided and maintain.	4.78	.46	Strongly Agree
I use instruments and devices and must be returned to their proper places.	4.61	.56	Strongly Agree
Classroom displays must be positioned appropriately, to make the room look spacious and orderly.	4.75	.46	Strongly Agree
I design my classroom by organizing its spaces, furnishings, and materials to maximize the learning opportunities and the engagement of every child.	4.70	.50	Strongly Agree
I maintain a safe physical environment of high quality, foster positive attitudes and motivations related to students' ability, academic achievement, and prosocial behavior.	4.76	.45	Strongly Agree
I create a well-arranged environment should enhance children's development through learning and play.	4.67	.49	Strongly Agree
Mean Score	4.72	.35	Strongly Agree

Legend: 4.20–5.00 = Strongly Agree (Very High Level); 3.40–4.19 = Agree (High Level); 2.60–3.39 = Neither (Moderate Level); 1.80–2.59 = Disagree (Low Level); 1.00–1.79 = Strongly Disagree (Very Low Level).

Table 4 presents the teachers' perceptions of physical environment practices in the classroom. The highest-rated items were 'I arrange well the furniture such as chairs and tables for demonstrations' (M = 4.78, SD = 0.44) and 'During class hours, I observe proper lighting and ventilation' (M = 4.78, SD = 0.46). Both of these items received high mean scores, indicating that teachers prioritize creating a conducive physical environment that supports effective learning. The consistent ratings, with low standard deviations, suggest that these practices are widely regarded as essential for enhancing learners' engagement and comfort. Proper arrangement of furniture allows for better classroom interaction and visibility, while appropriate lighting and ventilation contribute to the overall well-being and focus of learners. These results underscore the significance of the physical learning environment in fostering a positive, functional, and supportive classroom atmosphere, which in turn can improve both teaching and learning outcomes.

This is highlighted by Llanes and Mico (2023), who highlight the importance of well-organized classrooms in Philippine public schools. Teachers recognize that physical space influences students' behavior and learning outcomes. A classroom with organized seating arrangements, such as groupings that promote collaboration, and proper lighting enhances students' focus and participation. Teachers also use visual cues and flexible furniture arrangements to facilitate various teaching strategies, including group discussions and individual work. The study suggests that an adaptable classroom layout encourages both academic and social development.

Moreover, in Santos (2022), teachers in the Philippines also prioritize flexibility in classroom management. Teachers use various adaptive seating arrangements, such as movable desks, to promote collaborative learning. Flexibility enables teachers to adapt their teaching methods according to the specific activity or subject matter. This adaptability is particularly beneficial for integrating technology in lessons or conducting project-based learning, which requires different physical setups. Teachers who create dynamic and adaptable environments report higher levels of student engagement and active participation.

The lowest-rated item in this category was 'I use instruments and devices and must be returned to their proper places' (M = 4.61, SD = 0.56), suggesting a slightly lower emphasis on the systematic organization of learning materials. While the score remains high, the relatively wider standard deviation indicates some variability in how teachers approach the organization of tools and resources. This could imply that, although teachers generally recognize the importance of maintaining order, the practice of ensuring that learning instruments and devices are consistently returned to their proper places might not always be as rigorously enforced. This finding may



reflect challenges in consistently maintaining an organized classroom environment, which could affect the accessibility of resources during lessons and potentially disrupt the flow of instruction. It suggests that reinforcing routines for returning tools and materials to their proper places might improve classroom efficiency and help teachers maintain a more organized and resource-ready learning environment.

This elaboration with Ramos and Dizon (2023) explored the management of electronic devices in Filipino classrooms, with an emphasis on ensuring that devices are returned to their proper places. They noted that proper device management is crucial to maintaining order and preventing damage. Teachers were found to establish routines for students to return devices to designated storage areas after each use. This practice is key in ensuring that learning materials remain in good condition and are readily available for the next class. The study emphasized that teachers should actively monitor device use and instill responsibility in students regarding proper care and return of equipment.

Despite this, all items reflect a strong level of agreement, with an overall mean score of 4.72 (SD = 0.35), indicating the teachers' strong commitment to maintaining a safe and well-organized learning environment. The high mean score, coupled with the low standard deviation, indicates that teachers are generally consistent in their efforts to create an environment that supports both learners' well-being and effective learning. This result underscores the importance of a thoughtfully organized physical space, where teachers take intentional steps to ensure the classroom is conducive to engagement, safety, and optimal learning. Even with slight variability in specific practices, the overall emphasis on physical environment management reflects a broader dedication to providing learners with a positive and organized space that enhances their educational experience.

This agrees with Tavilo (2022), the Department of Education (DepEd) in the Philippines has made efforts to improve classroom safety and comfort as part of its "School Safety and Security Program. Ensuring a safe and comfortable environment allows students to focus on their academic tasks rather than worrying about their personal well-being. Features such as clean air, proper ventilation, and safety measures, including secure windows and doors, help create an environment conducive to learning. The study emphasized that students in such environments show better concentration and engagement.

Meanwhile, Alcantara and Esteban (2023) provide that accessible learning resources are a significant factor in creating a conducive physical environment. In their study on Filipino teachers' strategies, they found that classrooms equipped with educational materials, including textbooks, multimedia, and interactive tools, motivate students to engage in their studies actively. Teachers in schools with well-stocked resource corners or technology hubs were able to cater to diverse learning styles, resulting in improved academic performance. These resources help teachers tailor their instruction to meet the needs of their students, thereby enhancing learning opportunities.

Table 5. *Level of Classroom Routine Practices*

<i>Item</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>Qualitative Description</i>
I begin and end the class day or period on time.	4.59	.57	Strongly Agree
I prepare myself for some interruptions such as announcements, meetings, and visitors.	4.59	.51	Strongly Agree
I make clear rules and procedures on the distributions and collections of materials, storage of common materials, my desk and storage areas, learner's desk and storage areas, the use of the pencil sharpener.	4.61	.55	Strongly Agree
I allow time to shift to the next activity, to create a routine for the last five minutes of the day.	4.50	.54	Strongly Agree
I delegate administrative task to learners when possible.	3.92	1.17	Agree
Set clear classroom routines and expectations.	4.67	.64	Strongly Agree
Determine how I will reward positive behavior.	4.55	.65	Strongly Agree
I make class time more enjoyable and productive.	4.74	.48	Strongly Agree
I practice reward system inside my classroom	4.57	.57	Strongly Agree
I taught carefully to my student the classroom routines and procedures.	4.74	.44	Strongly Agree
Mean Score	4.55	.35	Strongly Agree

Legend: 4.20–5.00 = Strongly Agree (Very High Level); 3.40–4.19 = Agree (High Level); 2.60–3.39 = Neither (Moderate Level); 1.80–2.59 = Disagree (Low Level); 1.00–1.79 = Strongly Disagree (Very Low Level).

Table 5 presents the classroom routine practices among the teachers. The results reveal that these practices were rated highly (M = 4.55, SD = 0.35), indicating that classroom routines are effectively implemented in the classroom. The high mean score and low standard deviation reflect a strong consensus among teachers regarding the value and effectiveness of routine practices. The highest-rated items were "I make class time more enjoyable and productive" (M = 4.74, SD = 0.48) and "I taught carefully to my students the classroom routines and procedures" (M = 4.74, SD = 0.44), highlighting that teachers prioritize both engagement and structure in their classroom routines. These findings suggest that teachers not only ensure that learners understand the routines and procedures but also focus on creating an environment where class time is both enjoyable and productive. This emphasis on structured, well-communicated routines plays a crucial role in enhancing learners' participation and maintaining a smooth flow of the lesson, which in turn contributes to a more positive and effective learning environment.



This corroborates Burden (2020), who notes that a routine helps simplify a complex environment and informs students exactly what to expect, what is expected of them, and what constitutes acceptable behavior. Routines allow students to quickly accomplish day-to-day tasks that are required of both the teacher and students. Routines also help create smoother transitions between activities, thereby allowing fewer opportunities for disruptions to occur (Burden, 2020; Docking, 2020).

The lowest-rated item, 'I delegate administrative tasks to learners, when possible,' received the lowest mean score of 3.92 across all categories, accompanied by a large standard deviation ($SD = 1.17$), indicating significant variation in the responses. This suggests that while teachers excel in classroom management, there is less consistency in involving learners in administrative responsibilities. The wide range of responses could imply that some teachers prefer to handle administrative tasks themselves, possibly due to concerns about efficiency or the potential for disruptions, while others are more willing to delegate these tasks to learners. This variability highlights a potential area for further consideration, as involving students in such duties could foster a greater sense of responsibility and teamwork. However, the reluctance to delegate may also reflect the additional time and effort required to train learners in these tasks or concerns about maintaining control over the classroom environment.

This aligns with Colvin and Lazar (2019) and Savage (2019), who suggest that when students are expected to complete routine tasks, they have the opportunity to develop greater responsibility and self-management skills. Routines that require interaction between teacher and student (or among students) also serve to reinforce interpersonal communication and social skills positively and are one way for teachers to judge the quantity and quality of students' skills in these areas (Colvin & Lazar, 2019). Finally, student-performed routines free the teacher to focus on more effective instruction and on the unexpected events that come up throughout the school day (Savage, 2019).

Despite this, all items reflect a strong agreement, with an overall mean score of 4.55 ($SD = 0.35$), underscoring the strong implementation of classroom routine practices. The high mean score, coupled with a low standard deviation, indicates that teachers generally agree on the importance and effectiveness of maintaining well-structured routines in the classroom. This result highlights the value teachers place on establishing clear and consistent routines, which are essential for creating a predictable and efficient learning environment. Even with some variation in specific practices, the overall trend reflects a solid commitment to fostering a classroom atmosphere that promotes productivity, engagement, and smooth transitions, contributing to better learner' outcomes and a more organized learning experience.

This testifies with Bos and Vaughn (2020), Burden (2020), and Strain and Sainato (2019). Revisions to classroom routines can cause some students to become unsure of exactly what to expect; not surprisingly, students perform better if there is consistency between teachers' expectations, student responses, and teacher feedback. Suppose a teacher finds that she (or the students) has made changes in the routine. In that case, it may be necessary to review with students the expectations for routine tasks and to model and provide students with further opportunity to practice their performance to restore a sense of consistency and order to the classroom (Savage, 2019).

Table 6. Overall mean score of the Classroom Management Practices

<i>Indicators</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>Qualitative Description</i>
Time Management Practices	4.60	.35	Strongly Agree
Classroom Display Practices	4.63	.35	Strongly Agree
Physical Environment Practices	4.72	.35	Strongly Agree
Classroom Routines Practices	4.55	.35	Strongly Agree
Overall Mean Score	4.62	.31	Strongly Agree

Legend: 4.20–5.00 = Strongly Agree (Very High Level); 3.40–4.19 = Agree (High Level); 2.60–3.39 = Neither (Moderate Level); 1.80–2.59 = Disagree (Low Level); 1.00–1.79 = Strongly Disagree (Very Low Level).

The overall mean score across all dimensions was $M = 4.62$ ($SD = 0.31$), indicating strong agreement among teachers who effectively implement classroom management strategies. The highest-rated category was Physical Environment Practices ($M = 4.72$, $SD = 0.35$), indicating that teachers prioritize creating a well-organized and supportive physical learning environment. In contrast, the lowest-rate category was Classroom Routine Practices ($M = 4.55$, $SD = 0.35$), although still within the 'Strongly Agree' range. Despite this slight variation, all dimensions reflect a consistent commitment to maintaining an organized, engaging, and disciplined classroom environment. These results suggest that while teachers excel in areas such as managing the physical classroom space and maintaining discipline, there may be slight opportunities for refinement in routine practices. Overall, the findings reflect a robust and cohesive approach to classroom management, ensuring a conducive environment for both teaching and learning.

This is confirmed by Comighud and Dela Cruz (2021), who explored how instructional approaches can mitigate classroom management challenges by actively engaging students in lessons tailored to their interests, needs, and abilities. The research emphasized that when students are motivated and involved, they are more likely to manage their own behavior, leading to a more orderly classroom environment.

Similarly, a study by Comighud and Dela Cruz (2021) examined the disciplinary interventions employed by teachers and their impact on classroom management. The research highlighted that clear rules and consistent enforcement are essential for maintaining order, and that teachers' practices in this area significantly influence student behavior and classroom atmosphere.

However, Calderon (2021) highlighted the significance of teacher-student relationships in effective classroom management. The study



found that teachers who establish positive relationships with their students are more successful in managing classroom behavior, as these relationships foster mutual respect and understanding.

Table 7. Level of Teachers Performance

Variable	Minimum Mean	Maximum Mean	Overall Mean	Std. Deviation	Description
Teachers Performance	3.80	5.00	4.62	.32	Outstanding Performance

Legend: 4.500–5.000 = Outstanding (Indicator of phases of RPMS is being implemented at all times); 3.500–4.499 = Very Satisfactory (Most of the time, the indicator of phases of RPMS is being implemented); 2.500–3.499 = Satisfactory (There are several times that the indicator of phases of RPMS is being implemented); 1.500–2.499 = Unsatisfactory (Indicator of phases of RPMS is rarely or almost not being implemented); Below 1.499 = Poor (Indicator of phases of RPMS is not implemented at all times).

The descriptive statistics for teaching performance reveal that the teachers' mean scores ranged from 3.80 to 5.00. The overall mean score was 4.62 (SD = 0.32), indicating outstanding performance. Teachers exhibited a high level of teaching performance with minimal variation across the responses. The relatively narrow standard deviation suggests a consistent perception of teaching effectiveness among the teachers, with most teachers being rated similarly. This high level of performance reflects the teachers' strong commitment to delivering quality instruction, with only slight differences in the way individual teachers are perceived.

The findings highlight that teachers exhibit a high standard of teaching practice. This is an encouraging observation, suggesting that the majority of teachers are effectively engaging with their learners and implementing best practices in their teaching methods. The consistent demonstration of strong teaching practices reflects a commitment to educational excellence, indicating that teachers are likely well-prepared, knowledgeable in their subject matter, and adept at creating a positive learning environment.

The Department of Education (2023) has established the Results-Based Performance Management System (RPMS) to assess and enhance teacher performance. The RPMS aligns with the Philippine Professional Standards for Teachers (PPST), providing a structured framework for evaluating teaching competencies. According to DepEd Memorandum No. 008, s. 2023, the RPMS aims to ensure that teacher performance is consistently evaluated against established standards, promoting professional growth and accountability.

In addition, the Department of Education (2024), to improve teacher performance, issued Department Order No. 005, s. 2024, which provides guidelines for rationalizing teachers' workloads in public schools. This policy aims to balance teaching responsibilities with administrative tasks, thereby reducing burnout and enhancing instructional quality. By streamlining workload distribution, teachers can focus more on effective teaching practices.

Moreover, Angara (2023), that there is ongoing discourse regarding the complexity of performance reviews. Senator Sonny Angara has advocated for simplifying the performance review process to make it more efficient and less burdensome for teachers. This initiative aims to streamline evaluations, allowing teachers to focus more on teaching and less on administrative procedures.

Table 8. Test of Relationship between Classroom Management Practices and Teachers Performance

Dependent Variable	r	p-value	Remarks
Teaching Performance	0.995	< .01	Significant

Table 8 presents the relationship between Classroom Management Practices and Teacher Performance. The results of the statistical analysis reveal a robust positive correlation between the independent variable and teaching performance, as indicated by a correlation coefficient (r) of 0.995. This suggests that as the independent variable increases, teaching performance also tends to increase at a nearly one-to-one rate. Furthermore, the p-value is reported as less than 0.01, indicating that the relationship is statistically significant. This indicates that there is strong evidence that the observed correlation is not due to chance, and the independent variable likely has a significant impact on teaching performance. This strong correlation implies that as classroom management practices improve, there is a corresponding increase in teaching performance. The finding underscores the importance of effective classroom management as a key factor in enhancing overall teaching effectiveness. This result is consistent with the understanding that well-managed classrooms create an environment conducive to better instructional delivery, student engagement, and academic outcomes.

This result aligns with the understanding that well-managed classrooms foster a positive learning environment, which is essential for enhancing instructional delivery, boosting learners' engagement, and improving academic outcomes. Effective classroom management provides structure, minimizes disruptions, and allows teachers to focus more on teaching while maximizing learners' participation and learning. Therefore, the null hypothesis that there is no significant relationship between teachers' classroom management practices and teachers' performance is rejected.

This exemplifies the findings of Dela Cruz (2023), who emphasized that classroom management practices are directly related to teacher performance. Teachers who utilize clear rules, consistent routines, and effective discipline strategies tend to have better performance ratings from students and school administrators. According to the study, teachers' ability to manage behavior positively impacts learning outcomes and classroom atmosphere, contributing to enhanced performance.

Evidently, Dela Cruz's (2023) research, which focused on classroom management practices based on the Philippine Professional Standards for Teachers (PPST), revealed that teachers consistently practiced classroom management aligned with the PPST, particularly in terms of creating a learning environment that promotes purposive learning and diversity among learners. This adherence to established standards contributes to effective classroom management and teaching performance.

Conclusions

Based on the findings of the study, the following conclusions were drawn:

Teachers demonstrate an exceptional level of competence in key areas of classroom management. Specifically, the analysis assessed four crucial aspects of classroom management: time management practices, classroom discipline practices, physical environment practices, and classroom routine practices. The teachers exhibit a very high level of proficiency and effectiveness in managing their classrooms. This implies that teachers are not only knowledgeable about effective classroom management techniques but also skilled at implementing them regularly. Their proficiency in routine procedures, time management, discipline, and the physical surroundings all greatly aid in creating the best possible learning environment for their learners. These results make it abundantly clear that the study's teachers are capable of efficiently managing their classes and providing pupils with the best opportunities for both academic and personal growth.

The high level of performance also speaks to the strong commitment of teachers to delivering quality instruction. Their dedication to their profession is reflected not only in their teaching outcomes but also in the consistently positive impact they have on learners. This commitment likely extends beyond simply following a curriculum; it implies an ongoing effort to refine teaching methods, respond to learners' needs, and cultivate a positive and supportive learning environment. This high level of performance is a testament to the teachers' dedication, professionalism, and expertise. Even with slight individual differences, the overall picture remains one of strong, effective teaching.

The correlation analysis strongly suggests that effective classroom management practices are integral to enhancing teaching performance. Time management, classroom discipline, physical environment, and classroom routines all contribute significantly to a teacher's ability to deliver high-quality instruction. The relationships between these variables emphasize that well-organized classrooms, positive discipline strategies, and thoughtful management of both time and physical space are essential components for fostering a productive and effective learning environment. Therefore, the null hypothesis that there is no significant relationship between teachers' classroom management practices and teachers' performance is rejected.

Based on the findings and conclusions, the following are recommended:

While teachers are already proficient in managing their classrooms, ongoing professional development opportunities focused on refining classroom management techniques can further strengthen their skills. Workshops, seminars, or peer-sharing sessions can help teachers stay current with the latest best practices and research in classroom management, enabling them to adapt to new challenges and refine their teaching practices.

Despite slight individual differences, the overall teaching quality remains high, indicating that teachers are employing effective teaching methods. To further enhance this, schools can establish platforms for teachers to collaborate, share strategies, and discuss challenges. These opportunities for collaborations, such as professional learning communities or team-teaching initiatives, will allow teachers to benefit from each other's experiences, learn new techniques, and support one another in refining their practices. This exchange will also promote consistency in teaching excellence across different classrooms.

Teachers who excel in classroom management could serve as mentors for their peers. By developing mentorship programs, experienced teachers can share best practices and strategies for managing classroom time, maintaining discipline, optimizing physical space, and establishing routines. These mentorship opportunities will enable less experienced teachers to benefit from the knowledge and success of their colleagues, promoting consistency and enhancing overall teaching performance.

References

- Alcantara, P. L., & Esteban, E. T. (2023). The Impact of Classroom Resource Availability on Student Learning Engagement in Philippine Schools. *Asian Journal of Education and Social Studies*, 44(1), 90-102.
- Alonzo, M. (2021). Positive Classroom Management: Strategies for Filipino Teachers. *Philippine Journal of Education*.
- Angara, S. (2023). Angara Wants DepEd to Simplify Teachers' Performance Review. *Inquirer.net*.
- Ansis, JC. (2018). Filipinos cite job, studies as top cause of stress — CNN PH poll. Available at <http://cnnphilippines.com/lifestyle/2015/09/23/Filipinos-top-causes-of-stress-job-traffic-money.html> Retrieved March 16, 2018
- Cottrell, 2018
- Baker, L. A. (2019) history of school design and its indoor environmental stand arts to today.
- Barret t P., Davies F., Zhang Y., Barret t L. (2020). The impact of classroom design on pupils' learning: Final results of a holistic, multi-level analysis. *Building and Environment*. 2018, Vo l. 8 9, issue 1, pp . 1 8 – 1 3 3 . ht tps: //doi.or g/10.1016/j.bu il de nv. 2018. 02 .013
- Bauer, H. (2019). High Poverty, High Performing: High Hope! IDRA Newsletter,

- Bilbao, Purita P. (2019). *The Teaching Profession*, Lorimar Publishing Co., Inc., Quezon City, Manila.
- Bos, C. S., & Vaughn, S. (2020). *Strategies for teaching students with learning and behavior problems* (5th ed.). Boston: Allyn & Bacon.
- Burden, P. R. (2020). *Classroom management: Creating a successful learning community*. New York: John Wiley & Sons, Inc
- Bridgall, L. B., Caines, J. and Chatterji, M. (2019). "Understanding Validity Issues in Test-Based Models of School and Teacher Evaluation." *Quality Assurance in Education*, 22(1), 19-30
- Byers, T., Imms, W., Hartnell-Young, E. (2020). Making the case for space : The effect of learning spaces on teaching and learning. *Curriculum and Teaching*, 2019, Vol. 29, Issue 1, pp. 5–19. <https://doi.org/10.7459/ct/29.1.02>
- Cahaya Bangsa Classical School. (n.d.). What is Classical Education? Retrieved June 29, 2020, from Cahaya Bangsa Classical School: <https://cahayabangsa.org/index.php/what-is-classical-education>
- Calderon, M. T. F. (2021). *Effective Classroom Management*.
- Charles, C. M. (2018). Linda Albert's cooperative discipline. In *Building Classroom Management* (9th ed., pp. 199-208). Boston: Pearson
- Cheney, C. O. (2019, April). Preventive discipline through effective classroom management. Paper presented at the Preconvention Training Program "Exploring the Theory/Practice Link in Special Education" at the Annual Convention of the Council for Exceptional Children. (ERIC Document Reproduction Service No. ED 304 869)
- Çobanoğlu, F. and Badavan, Y. (2019). "Başarılı Okulların Anahtarı: Etkili Okul Değişkenleri." *Pamukkale Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 26: 115-134
- Cottrell, Stella (2019). *The Study Skills Handbook*. Palgrave Macmillan. pp. 123+. ISBN 978-1-137-28926-1.
- Colvin, G., & Lazar, M. (2019). Establishing classroom routines. In A. Deffenbaugh, G. Sugai, G. Tindal (Eds.), *The Oregon Conference Monograph 1995*, Vol. 7 (pp. 209-212). Eugene, OR: University of Oregon.
- Comighud, S. M., & Dela Cruz, M. A. (2021). Classroom Management Practices and Teachers' Performance. *International Journal of Research Publications*, 4(1).
- Comighud, S. M., & Dela Cruz, M. A. (2021). Extent of Teachers' Classroom Management Practices In Relation to Pupils' Performance.
- Comighud, S. M., & Dela Cruz, M. A. (2021). Classroom Management Strategies, Practices, and Their Impact on Academic Performance of Grade 6 Students. *Scimatic Journal of Education and Social Sciences*, 5(1).
- Comighud, S. M., & Dela Cruz, M. A. (2021). Classroom Management Practices Among Grade School Teachers in a Public School District in Bohol, Philippines. *International Journal of Advanced Multidisciplinary Studies*, 3(6).
- Comighud, S. M., & Dela Cruz, M. A. (2021). Classroom Management Practices Based on Philippine Professional Standards for Teachers in Jomalig District.
- Comighud, S. M., & Dela Cruz, M. A. (2021). Classroom Management Practices of Teachers.
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). Sage Publications.
- Cruz, R. (2020). Cultural Contexts in Teaching: The Bayanihan Spirit in Classrooms. *Asia-Pacific Education Review*.
- Daggett, W. R. (2019). *Successful Schools: From Research to Action Plans*. Paper presented at June 2019 Model Schools Conference. Retrieved
- Dela Cruz, M. (2023). Classroom Management Practices and Their Effect on Teacher Performance in Public Secondary Schools in the Philippines. *Educational Management Review*, 15(2), 45-59.
- Dela Cruz, H. (2023). Classroom Management Practices and Their Relationship to Students' Academic Success in Philippine State Universities. *Journal of Philippine Education Research*.
- Dela Cruz, L. F., & Soria, R. P. (2021). Teachers' Knowledge and Practices on Classroom Discipline in Philippine Public Schools. *Journal of Research in Education and Teaching*.
- De Souza, L. N., Kowaltowski, D. C. C. K. (2019). Importance of learning modalities in the comfort school architecture. In: XI V ENCAC Encontro Nacional de Conforto no Ambiente Construído, X ELACAC Encontro Latino America no de Conforto no Ambiente Construído, Bañe á rio Ca m-boriú,
- De Vera, L. (2022). Professional Development Needs of Teachers in the Philippines. *International Journal of Educational Research*.

- Department of Education. (2024). Policy Guidelines on the Rationalization of Teachers' Workload in Public Schools. Department Order No. 005, s. 2024.
- Department of Education. (2023). Multi-Year Guidelines on the Results-Based Performance Management System-Philippine Professional Standards for Teachers. DepEd Memorandum No. 008, s. 2023.
- Department of Education. (2022). Implementation of the Results-Based Performance Management System (RPMS)-Philippine Professional Standards for Teachers for School Year 2021-2022. DepEd Memorandum No. 004, s. 2022.
- Department of Education. (2017). Philippine Professional Standards for Teachers. DepEd Order No. 42, s. 2017.
- Djigic, G. & Stojilkovic (2021). International Conference in Education and Educational Psychology; Classroom management styles, classroom climates and school achievement: Procedia- Social and Behavioral Sciences 29 (2011) 819-828.
- Dizon, J. M. (2022). Psychological Safety and Classroom Climate: The Role of Teacher-Student Relationships in Philippine Schools. *Philippine Educational Review*, 39(2), 118-130.
- Docking, J. (2020). *Managing behaviour in the primary school*. London: David Fulton Publishers
- Doran, J. A. (2020). *Effective School Characteristics and Student Achievement Correlates as Perceived by Teachers in American-Style International Schools*. Doctoral Dissertation, University of Central Florida, FloridaLtd.
- Drew, C. (2020). 11 Key Features of Assertive Discipline Theory. Retrieved June 28, 2020, from Helpful Professor: <https://helpfulprofessor.com/assertive-discipline/>
- Evertson, C.M. & Weinstein, C.S. (2016). *Handbook of classroom management. Research, practice, and contemporary issues*. Mahwah, NJ: Larence Erlbaum Associates, Inc.
- Felton, S & Sims, M. (2019). *Organizing Your Day: Time Management Techniques That Will Work for You*. Revell Publishing House.
- Fleming, I. (2019). *The Time Management Pocketbook*, 6th edition, Management Pocketbooks
- Fındıkcı, İ. (2019). *İnsan Kaynakları Yönetimi*. İstanbul: Alfa.
- Forsyth, P. (2020). *Successful Time Management*. Kogan Page.
- George, I.N., Sakirudeen, A.O., & Sunday, A.H. (2017). Effective Classroom Management and Students' Academic Performance in Secondary Schools in Uyo Local Government Area of Akwa Ibom State. *Research in Pedagogy*, Vol. 7, Issue 1 (2017), pp. 43-56.
- Gonzales, T. (2019). Engaging Students through Culturally Relevant Pedagogy. *Philippine Studies: Historical and Ethnographic Viewpoints*.
- Good, H.P. (2018). *Teachers' Directives and Students' Compliance*. New York: Willey.
- Hallinger, P. and Heck, R. H. (2019). "Collaborative Leadership and School Improvement: Understanding the Impact on School Capacity and Student Learning." *School Leadership and Management*, 30(20): 95-110
- Henderson, A. T. and Berla, N. (2020). *A New Generation of Evidence: The Family is Critical to Student Achievement*. Washington DC: National Committee for Citizens in Education
- Kirk, D. J. and Jones, T. L. (2020). *Effective Schools (Assessment Report)*. San Antonio, TX: Pearson Education
- KEMACA. (2018). *Education Management Capacity Assessment: A Pilot in Kenya*. Nairobi: Kenya Education Management Capacity Assessment
- Kosier, K. (2020). *The discipline checklist: Advice from 60 successful elementary teachers*. Annapolis Junction: National Education Association of the United States.
- Llanes, P. S., & Mico, A. J. (2023). The Role of Classroom Organization in Enhancing Student Participation and Learning Outcomes in Philippine Public Schools. *Journal of Philippine Education Research*, 45(2), 34-45.
- Lewis, R. (2019). Teachers Coping with the Stress of Classroom Discipline. *Social Psychology of Education*, 3, 155-171.
- Lezotte, L. (2019). *Revolutionary and Evolutionary: The Effective School's Movement*. Okemos, MI: Effective Schools Products
- López, J. (2018). Authoritative and Democratic Styles of Classroom Management in the Philippines. *Journal of Classroom Interaction*.
- Marsden, D. B. (2020). *Relations between Teacher Perceptions of Safe and Orderly Environment and Student Achievement among Ten Better Performing, High-Poverty Schools in One Southern California Elementary School District*. Doctoral Dissertation, Pepperdine University

- Martinez, S. (2022). Challenges in Online Classroom Management During the Pandemic. *Philippine Journal of Teacher Education*.
- Musungu, L. L. and Nasongo, J. W. (2019). The Head-Teacher's Instructional Role in Academic Achievement in Secondary Schools in Vihiga District, Kenya. *Educational Research and Review*, 3(10): 316-323
- Neuman, W. L. (2017). *Social research methods: Qualitative and quantitative approaches* (8th ed.). Pearson Education.
- Nicholas, A.A. (2017). *Classroom Climate and students' Behaviour*. Kaduna: Bill Graphics and Press, Nigera.
- Nisar, M., Khan, I.A., & Khan, F. (2019). Relationship Between Classroom Management and Students Academic Achievement. *Pakistan Journal of Distance & Online Learning*, Volume 5, Issue 1 (2019), pp. 209-220.
- Nordquist, J., Watter, M. Participatory design beyond borders. *Special Issue: Participatory Design of (Built) Learning Environments*, 2019, Vol. 52, Issue 3, pp. 327–335. <https://doi.org/10.1111/ejed.12227>
- Nyagosia, P. O., Waweru, S. N. and Njuguna, F. W. (2018). Factors Influencing Academic Achievement In Public Secondary Schools In Central Kenya: An Effective Schools' Perspective. *Educational Research International*, 2(2): 174-184
- Obot, T.U. (2020). Gaining student's attention in Classroom and Students' Academic Performance in Ibesikpo Asutan Local Government Area. (B. Ed.). Unpublished project, faculty of education, University of Oyo, Oyo
- Opuni, K. A. (2020). The Effectiveness of the Consistency Management & Cooperative Discipline (CMCD) Model as a Student Empowerment and Achievement Enhancer: The Experiences of two K-12 Inner-City School Systems. 4th Annual Hawaii International Conference of Education. Honolulu.
- Peñaranda, M. A., & Tabuyo, M. T. (2022). Impact of School Discipline on Learners' Behavior, Confidence, and Relationships with Teachers and Parents. *Asian Journal of Education and Social Studies*.
- Ramos, A. L., & Dizon, M. V. (2023). Classroom Device Management and Its Impact on Learning in Philippine Public Schools. *Journal of Philippine Education*, 44(3), 56-68.
- Rogers, K. (2020). The Effects of Classroom Seating Layouts on Participation and Assessment Performance in a Fourth Grade Classroom. *Journal of Learning Spaces*, Vol. 9.
- Sailer, N. M. (2020). *The Connecticut School Effectiveness Project: An Analysis of the Impact after Three Years*. Doctorate Dissertation, Bridgeport University.
- Sandidge, R. F. (2019). Assertive Discipline. In E. M. Anderman, & L. H. Anderman (Eds.), *Psychology of Classroom Learning: An Encyclopedia* (pp. 166-168).
- Sanoff, H. *School Building Assessment Methods*. Washington: National Clearinghouse for Educational Facilities, 2018. 41 p
- Santos, R. (2023). Managing Diverse Classrooms in the Philippine Setting. *Journal of Educational Administration*.
- Santos, R. P. (2022). Flexibility in Classroom Design and Its Impact on Student Participation in Philippine Schools. *Journal of Educational Innovation and Management*, 11(3), 73-85.
- Saruhan, S. C. ve Yıldız, M. L. (2019). *İnsan Kaynakları Yönetimi*. İstanbul: Beta Yayıncılık
- Savage, T. (2019). *Teaching self-control through management and discipline*. Boston: Allyn & Bacon
- Scheerens, J. and Creemers, B. P. (2019). "Conceptualizing School Effectiveness." *International Journal of Educational Research*, 13(7), 691-706
- Scheerens, J., & Stoel, W. G. (2019). "Development of Theories of School-Effectiveness." Paper presented at the Annual Meeting of the American Educational Research Association, April 5-9, New Orleans.
- Şişman, M. (2018). *Etkili Okul Yönetimi, İlkokullarda Bir Araştırma*. Yayımlanmamış Araştırma Raporu. Osmangazi Üniversitesi Fen Edebiyat Fakültesi
- Steinberg, L. (2019). Parenting adolescents. In M. H. Bornstein (Ed.), *Handbook of Parenting: Children and Parenting*. Mahwah, NJ: Erlbaum
- Strain, P. S., & Sainato, D. M. (2019). Preventive discipline in early childhood. *Teaching Exceptional Children*, 19(4), 26-30.
- Tanic, M., Nikolic, V., Stankovic, D., Kondic, S., Zivkovic, M., Mitkovic, P., Kekovic, A. (2021). Inter connection between physical environment and pedagogical process in elementary schools in Niš, Serbia. *Current science*, 2019, Vol. 108, Issue 7, pp. 1228– 1234
- Tarman, B. (2019). Discipline or Classroom Management. *Journal of Learning and Teaching in Digital Age*, 1(2), 37-44. Retrieved

June 29, 2020, from <http://joltida.org/index.php/joltida/article/view/13/71>

Tavilo, M. R. (2022). Ensuring a Safe and Comfortable Classroom for Student Success in Philippine Schools. *DepEd Journal of Educational Development*, 28(1), 49-60.

Turhan, M., Şener, G. and Gündüzalp, S. (2019). "Türkiye’de Okul Etkililiği Araştırmalarına Genel Bir Bakış." *Turkish Journal of Educational Studies*, 4(2): 103-151

Uline, C. L., Miller, D. M. and Tschannen-Moran, M. (2019). "School Effectiveness: The Underlying Dimensions." *Educational Administration Quarterly*, 34(4): 462-483

Van Merriënboer, J. J. G., McKenney, S., Cullinan, D., Heuer, J. (2022). Aligning pedagogy with physical learning spaces. *Europe an Journal of Education*, 2018, Vol. 52, pp. 253–267. <https://doi.org/10.1111/ejed.12225>

Veloso, L., Marques, J. S., Duarte, A. (2023). Changing education through learning spaces: impacts of the Portuguese school buildings' renovation programme. *Cambridge Journal of Education*, 2018, Vol. 44, Issue 3, pp. 401–423. <https://doi.org/10.1080/0305764X.2014.921280>

Vaughn, S., Bos, C. S., & Schumm, J. S. (2020). *Teaching exceptional, diverse, and at-risk students in the general education classroom* (2nd ed.). Boston: Allyn & Bacon.

Williams, W.O. (2018). *Educational Management*. Ibadan: Pandac Publications, Nigeria.

Woolner, P., Clark, J., Laing, K., Tiplady, L., Thomas, U. (2020) *Changing Spaces: Preparing Students and Teachers for a New Learning Environment*. *Children, Youth and Environments*, 2019, Vol. 22, Issue 1, pp. 5–74. <https://doi.org/10.7721/chilyoutenvi.22.1.0052>

Yusuf, L. A. and Alabi, C. O. (2018). "Enhancing School Effectiveness in the Universal Basic Education (UBE) Programme in Nigeria: Issues and Implications." *Journal of Education, Arts and Human Sciences*, 1(1), 1-10.

Affiliations and Corresponding Information

Glyza A. Pollescas

Sanipon Elementary School
Department of Education – Philippines

Phoebe A. Aguilar

Valencia Colleges (Bukidnon), Inc. – Philippines