CLASSROOM SYNERGY: ASSESSING MODERN MANAGEMENT STRATEGIES FOR ENHANCED TEACHER EFFECTIVENESS

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ABSTRACT

In today's dynamic educational landscape, effective classroom management is essential for enhancing teaching efficacy and student outcomes. This study investigates the impact of modern classroom management strategies on enhanced teacher effectiveness in elementary schools within Cluster 8, San Francisco District, Agusan del Sur Division. The research addresses the gap in understanding how tailored management strategies affect diverse educational settings. Utilizing a descriptive correlational design, data were gathered from 110 teachers through a validated questionnaire and analyzed using statistical tools such as frequency count, percentage, mean, standard deviation, and Pearson correlation. Results showed a positive perception across all indicators of modern classroom management strategies. These include digital integration, flexible learning space, instructional practices, inclusive education practices, personalized instruction, and behavioral management. These highlight the critical role of effective classroom management in enhancing student engagement, learning outcomes, and overall classroom dynamics. Significant correlations were found between teachers' positions and their effectiveness in digital integration, flexible learning spaces, and personalized instruction. These results suggest that teachers in higher positions are more effective in implementing these strategies, highlighting the need for targeted professional development and support. Key strategies employed by teachers include fostering inclusive learning environments, promoting positive discipline, enhancing student-centered instruction, and advocating for diversity and equity. Adopting adaptive management strategies, promoting continuous professional development, and securing robust policy support are essential for enhancing classroom synergy and improving educational outcomes. To address these concerns, the study proposed an action plan involving needs assessments, targeted professional development, mentorship programs, community engagement, and continuous evaluation to enhance classroom management practices and improve educational outcomes in modern educational settings.

Keyword: *Classroom management, Digital integration, Flexible learning space, Personalized instruction, Professional development*

1. INTRODUCTION

A modern classroom is a dynamic learning space that truly caters to the unique needs and experiences of every learner. By offering flexible, on-demand lessons that can be accessed anytime and anywhere, it empowers students to take charge of their own learning journey. This approach values deep understanding over mere effort, creating a more meaningful and personalized educational experience. This approach values deep understanding over mere effort, creating a more meaningful and personalized educational experience for all. Additionally, it focuses on digital integration, flexible learning space, instructional practices, inclusive education practices, personalize instruction, and behavioral management. This study aims to uncover the benefits of these practices on the level of classroom management strategies employed by teachers.

Research underscores the pivotal role of classroom management in shaping student experiences. Afalla and Fabelico stress the importance of organized environments [1], while Nguyen emphasize clear expectations and positive relationships for academic engagement [2]. These insights underline the connection between effective classroom

management and student achievement. However, some studies suggest that while these strategies are beneficial, they may not be universally effective across different educational contexts. For instance, Catayas and Hussien found that classroom management strategies need to be tailored to specific classroom dynamics to be truly effective [3].

Despite widespread recognition, there are still gaps in understanding the direct impact of classroom management on teaching efficacy for elementary learners. There is a need for evidence-based research to explore effective strategies and the challenges teachers face during the transition to formal schooling, such as managing diverse learning styles and behaviors. In the context of Cluster 8, San Francisco District of Agusan del Sur Division, teachers often encounter difficulties in implementing modern classroom management strategies due to varying student backgrounds and resource limitations. Addressing these gaps can enhance teaching strategies and improve student outcomes.

This study aims to make a significant contribution to basic education by examining the specific aspects of classroom management strategies and their direct relationship with teaching efficacy. By identifying how tailored classroom management strategies can enhance teaching outcomes, educators can refine their methods to better support students. The research offers valuable insights for educators, school administrators, and policymakers, enabling them to implement effective strategies that enhance student learning experiences.

2. METHODOLOGY

2.1 Research Design

This study utilized a descriptive correlational design to assess the level of ICT competency among elementary This study utilized a descriptive correlational design to assess the level of modern classroom management strategies among elementary school teachers in the Cluster 8, San Francisco District. The research aimed to determine the relationship between the respondents' profiles (age, sex, civil status, number of years in service, academic rank and position, and highest educational qualifications) and their classroom management strategies. These include digital integration, flexible learning space, instructional practices, inclusive education practices, personalized instruction, and behavioral management. The descriptive correlational design allowed for the collection and analysis of quantitative data to identify patterns and relationships between variables. This approach provided a comprehensive understanding of the current level of classroom management strategies among teachers and highlighted areas where further training and support may be needed to enhance their classroom management skills.

2.2 Research Participants

The study involved 110 elementary teachers from public schools within Cluster 8 of the San Francisco District, Agusan del Sur Division, for the School Year 2024-2025. The respondents were selected from a total population of 152 teachers using stratified random sampling with a 5% margin of error to ensure a comprehensive analysis. The four identified elementary schools in Cluster 8 under the San Francisco District included San Francisco Pilot Central Elementary School with SPED Program, Alegria Elementary School, Bitan-agan Elementary School, and Das-agan Elementary School.

2.3 Reseach Instruments

A researcher-made questionnaire was used to collect data. The instrument underwent content validation and reliability testing by education experts, including a District Supervisor, School Principal, and Master Teachers. The questionnaire was divided into two sections. The first section collected demographic information, including age, gender, civil status, years of service, academic rank, and highest educational qualification. The second section focused on classroom management strategies, covering areas such as digital integration, flexible learning space, instructional practices, inclusive education practices, personalized instruction, and behavioral management, using a 5-point Likert scale. A pilot test was conducted with 25 teachers from a different district to assess reliability. The results showed good internal consistency across all indicators, with Cronbach's alpha values as follows: Digital Integration ($\alpha = 0.778$), Flexible Learning Space ($\alpha = 0.786$), Instructional Practices ($\alpha = 0.809$), Inclusive Education Practices ($\alpha = 0.797$), Personalized Instruction ($\alpha = 0.804$), and Behavioral Management ($\alpha = 0.835$).

2.4 Data Gathering Procedure and Analysis

The data-gathering procedure followed a structured approach. The researcher first obtained approval from the Graduate School Office, Schools Division Superintendent, and school principals before distributing the questionnaires. Once permission was granted, the researcher personally administered the survey to ensure that respondents fully understood the instructions. The data collection adhered to the Data Privacy Act of 2012 (Republic Act No. 10173). The study employed various statistical tools to analyze the data. Frequency count and percentage were used to describe demographic data, while the weighted mean was applied to analyze the level of classroom management strategies. Pearson Product-Moment Correlation was used to examine relationships between teacher profiles and classroom management strategies. All data collection and analysis were conducted to ensure the validity and reliability of the research findings.

2.5 Ethical Consideration

The study adhered to strict ethical guidelines to protect participants' rights and ensure data confidentiality. Informed consent was obtained in writing, and participants were assured of their right to withdraw at any time without any negative consequences. Confidentiality and anonymity were maintained by securing personal data and ensuring that identifying information was not linked to any responses. The principle of beneficence was upheld by ensuring that the study contributed to educational improvements while minimizing risks to participants. Justice and fair treatment were observed by ensuring equitable selection criteria and avoiding the exploitation of vulnerable groups. The researcher maintained transparency and honesty by clearly communicating the study's objectives and faithfully reporting findings. By adhering to these ethical principles, the researcher ensured that the study was conducted ethically, fostering trust and respect between the researcher and participants while ensuring the validity and reliability of the research findings.

3. RESULTS AND DISCUSSION

3.1 Demographic Profile of the Respondents

Table 1 presents the frequency distribution of respondents based on age, sex, civil status, number of years in service, academic rank/position, and highest educational attainment. The majority of respondents (77%) are aged 26-45 years old, indicating a relatively young teaching workforce. This age distribution suggests that a significant portion of the teaching workforce is in their prime working years, which may influence their ability to integrate modern teaching practices effectively. This finding aligns with the study by Andrin et. al., which highlights the importance of age and experience in implementing effective classroom management strategies [4]. Younger teachers may be more adaptable to new teaching methods and technologies, potentially leading to innovative classroom practices.

In terms of sex, a significant majority (88%) are female, highlighting a gender imbalance in the teaching profession. The predominance of female teachers aligns with the study's findings that female teachers exhibit higher confidence and effectiveness in certain classroom management areas. This underscores the importance of addressing gender-specific challenges and supporting female educators in their professional development. Professional development programs should be tailored to address the unique needs and challenges faced by female teachers, ensuring they are well-equipped to manage classrooms effectively [5].

Regarding civil status, the majority (91%) are married, which may reflect stability and commitment within the teaching profession. This stability is crucial for maintaining a consistent and effective teaching workforce. The number of years in service shows that most respondents (85%) have been teaching for 11-15 years, indicating a well-experienced workforce. This level of experience is crucial for effective classroom management and student engagement. The findings of Yang et al. support this result by emphasizing that married teachers tend to have higher job satisfaction and psychological well-being, which positively impacts their teaching ability and classroom management [6]. This underscores the importance of marital stability in contributing to a committed and effective teaching workforce.

In terms of academic rank/position, the largest group of respondents (44%) hold the position of Teacher III, followed by Teacher I (25%) and Teacher II (21%). This distribution suggests a diverse range of teaching experience and expertise, which can positively impact the implementation of classroom management strategies. The

highest educational attainment data reveals that 49% of respondents have completed a Master's degree with CAR, indicating a highly educated workforce. The findings of You and Mantuhac support this result by emphasizing the need for tailored support and professional development programs to enhance classroom management skills. A diverse range of teaching experience and high educational attainment can contribute to more effective classroom management and improved teaching outcomes. Higher educational qualifications among teachers can lead to more effective teaching strategies and improved student outcomes [7].

Overall, these findings provide valuable insights into the demographic and professional backgrounds of the respondents. The data suggests a predominantly young, female, and highly educated teaching workforce with significant experience. This profile highlights the importance of targeted professional development and support to enhance teaching practices and improve student outcomes. The significance of these findings is further emphasized by the work of Bonna, who underscores the critical role of effective classroom management in shaping student experiences and academic performance [8]. Continuous professional development and support are essential to maintain high teaching standards and foster positive student outcomes.

Table -1: Demographic Profile of the Respondents

Profile	Classifications	Frequency	Percentage
Age	26-45	85	77%
	46-55	23	21%
	above 56 years old	2	2%
Sex	Male	13	12%
	Female	97	88%
Civil Status	Single	7	6%
	Married	100	91%
	Widowed	3	3%
Number of years in service	6-10 years	5	5%
	11-15 years	94	85%
	16-20 years	4	4%
	21-25 years	2	2%
	26 years above	5	5%
Academic Rank/Position	Teacher I	28	25%
	Teacher II	23	21%
	Teacher III	48	44%
	Master Teacher I	9	8%
	Master Teacher II	2	2%
Highest Educational Attainment	Bachelor’s degree	16	15%
	With Master's degree units	40	36%
	With Master's degree CAR	54	49%

3.2 Level of Classroom Management Strategies of Teachers

Table 2 presents the mean scores and descriptive interpretations of the level of classroom management strategies of teachers. The data suggests a positive perception across all indicators of modern classroom management strategies. The mean score for Digital Integration is 4.093, indicating an "Agree" level of satisfaction with the integration of digital tools in teaching practices. The highest mean score within this indicator is 4.29 for "I effectively integrate digital tools into my teaching practices," while the lowest is 3.85 for "I feel confident in my ability to teach students how to use digital tools effectively." While the overall perception of digital integration is positive, there may be a need to enhance teachers' confidence in using digital tools. This finding aligns with Chow et al who emphasize the importance of integrating digital tools to enhance student engagement and learning outcomes. [9]. Teachers' confidence in using digital tools effectively suggests a positive trend towards embracing technology in education.

Similarly, the perception of Flexible Learning Space is "Strongly Agree," with a mean score of 4.391. The highest mean score within this indicator is 4.87 for "I consider student preferences when designing the learning environment," while the lowest is 3.50 for "I frequently change the physical arrangement of the classroom to meet different learning needs." While flexible learning spaces are generally well-regarded, there may be room for improvement in adapting classroom layouts to meet diverse learning needs. Bonna highlights the significance of flexible learning environments in promoting student engagement and participation [8]. The high mean scores reflect teachers' commitment to creating adaptable and student-centered learning spaces.

Moving on to Instructional Practices, the mean score of 4.438 also indicates a "Strongly Agree" perception. The highest mean score within this indicator is 4.84 for "I regularly assess student understanding to inform my instructional practices," while the lowest is 4.07 for "I adapt my teaching methods based on student feedback and performance." Instructional practices are effective, but there may be a need to enhance the adaptation of teaching methods based on student feedback. This finding aligns with Santander and Nabos, who emphasize the importance of classroom management practices in enhancing academic performance. Their study highlights that effective classroom management, including the physical organization of the classroom, management of classroom activities, time management, and management of learners' behavior, significantly impacts students' academic performance [10]. This suggests that while instructional practices are effective, there is room for improvement in adapting teaching methods based on student feedback to further enhance learning outcomes.

In terms of Inclusive Education Practices, the mean score is 4.285, indicating a "Strongly Agree" perception of promoting an inclusive classroom environment. The highest mean score within this indicator is 4.81 for "I actively promote an inclusive classroom environment for all students," while the lowest is 3.74 for "I provide additional support for students who require it to succeed academically." Inclusive education practices are generally positive, but there may be a need to provide more support for students with diverse learning needs. This finding aligns with Intong et al., who emphasize the importance of inclusive classroom management strategies in optimizing the learning environment. Their study highlights that while strategies such as positive reinforcement, parent communication, and student involvement in rule-setting are well-utilized, there is a need for more support for students with diverse learning needs [11]. This suggests that while inclusive education practices are generally effective, additional efforts are needed to ensure all students receive the support they require to succeed academically.

The mean score of 4.324 indicates a "Strongly Agree" perception of Personalized Instruction. The highest mean score within this indicator is 4.72 for "I tailor my instruction to meet the individual needs of each student," while the lowest is 3.89 for "I encourage students to set personal learning goals and monitor their progress." Personalized instruction is generally positive; however, there may be a need to encourage more student goal setting and progress monitoring. This finding aligns with Makhambetova et al. who emphasize the importance of personalized learning strategies in improving academic performance and student motivation. Their study highlights that personalized learning, which includes tailoring instruction to individual needs and encouraging self-directed learning, significantly enhances student engagement and academic outcomes [12]. However, the study also notes the need for more support in helping students set personal learning goals and monitor their progress, suggesting that while personalized instruction is effective, there is room for improvement in fostering student autonomy and self-regulation.

Behavioral Management has a mean score of 4.387, indicating a "Strongly Agree" perception of effective behavioral management strategies. The highest mean score within this indicator is 4.77 for "I consistently apply classroom rules and expectations to manage student behavior," while the lowest is 3.67 for "I believe that effective behavioral management contributes to a productive learning environment." Behavioral management practices are generally effective, but there may be a need to further emphasize the importance of a productive learning environment. This finding aligns with Kumari and Biswas, who emphasize the role of effective classroom management strategies in shaping student social behavior. Their study highlights strategies such as setting clear expectations, using positive reinforcement, and integrating Social-Emotional Learning (SEL) are instrumental in enhancing students' social skills and fostering a supportive classroom environment. However, the study also notes the need for ongoing professional development for teachers to further improve classroom management practices and emphasize the importance of a productive learning environment [13].

Overall, the results indicate that teachers strongly agree on the importance of various classroom management strategies, with an overall grand mean of 4.320 and a standard deviation of 0.567. These findings highlight the

critical role of effective classroom management in enhancing student engagement, learning outcomes, and overall classroom dynamics. The alignment with previous research underscores the validity and relevance of these practices in contemporary educational settings.

Table 2. Level of Classroom Management Strategies of Teachers

Indicators	mean	sd	Adjectival Description
Digital Integration			
1. I effectively integrate digital tools into my teaching practices.	4.29	0.49	Strongly Agree
2. I provide students with opportunities to use technology for learning.	4.17	0.52	Agree
3. I regularly update my digital resources to enhance student engagement.	4.01	0.55	Agree
4. I encourage students to use digital platforms for collaboration and communication.	4.14	0.48	Agree
5. I feel confident in my ability to teach students how to use digital tools effectively	3.85	0.71	Agree
Grand Mean	**4.093**	**0.550**	**Agree**
Flexible Learning Space			
1. I arrange the classroom layout to support various learning activities.	4.85	0.43	Strongly Agree
2. I provide different areas in the classroom for group work and individual study.	4.71	0.49	Strongly Agree
3. I frequently change the physical arrangement of the classroom to meet different learning needs.	3.50	0.84	Agree
4. I consider student preferences when designing the learning environment.	4.87	0.38	Strongly Agree
5. I believe that a flexible learning space enhances student engagement and participation.	4.03	0.28	Agree
Grand Mean	**4.391**	**0.486**	**Strongly Agree**
Instructional Practices			
1. I use a variety of instructional strategies to meet the diverse needs of my students.	4.41	0.53	Strongly Agree
2. I regularly assess student understanding to inform my instructional practices.	4.84	0.37	Strongly Agree
3. I adapt my teaching methods based on student feedback and performance.	4.07	0.87	Agree
4. I incorporate hands-on activities to enhance learning experiences.	4.24	0.45	Strongly Agree
5. I believe that my instructional practices effectively support student learning outcomes.	4.64	0.50	Strongly Agree
Grand Mean	**4.438**	**0.543**	**Strongly Agree**
Inclusive Education Practices			
1. I actively promote an inclusive classroom environment for all students.	4.81	0.44	Strongly Agree
2. I adapt my teaching materials to accommodate students with diverse learning needs.	4.25	0.46	Strongly Agree
3. I encourage collaboration among students of different abilities.	4.21	0.43	Strongly Agree
4. I provide additional support for students who require it to succeed academically.	3.74	0.71	Agree
5. I believe that inclusive education practices enhance the learning experience for all students.	4.42	0.55	Strongly Agree
Grand Mean	**4.285**	**0.515**	**Strongly Agree**
Personalized Instruction			
1. I tailor my instruction to meet the individual needs of each student.	4.72	0.51	Strongly Agree
2. I regularly use assessments to inform personalized learning plans for my students.	4.15	0.56	Agree
3. I provide choices in assignments to cater to different learning styles.	4.63	0.60	Strongly Agree
4. I believe that personalized instruction leads to better academic outcomes for my students.	4.23	0.57	Strongly Agree
5. I encourage students to set personal learning goals and monitor their	3.89	0.98	Agree

progress.			
Grand Mean	**4.324**	**0.642**	**Strongly Agree**
Behavioral Management			
1. I consistently apply classroom rules and expectations to manage student behavior.	4.77	0.44	Strongly Agree
2. I use positive reinforcement strategies to encourage good behavior among students.	4.52	0.66	Strongly Agree
3. I address misbehavior promptly and fairly to maintain a positive classroom environment.	4.46	0.66	Strongly Agree
4. I involve students in discussions about classroom behavior and expectations.	4.51	0.63	Strongly Agree
5. I believe that effective behavioral management contributes to a productive learning environment.	3.67	0.96	Agree
Grand Mean	**4.387**	**0.669**	**Strongly Agree**
Overall Grand Mean	**4.320**	**0.567**	**Strongly Agree**

3.3 Relationship Between Profile Variables and the Level of Classroom Management Strategies

Table 3 presents the results of correlation analyses examining the relationship between various factors (age, sex, civil status, years of service, academic rank, and educational attainment) and different aspects of classroom management strategies. Several significant correlations were found, particularly with the position of the teacher. For Digital Integration, a significant correlation was found with the position of the teacher ($r = 0.249$, $p = 0.009$), suggesting that teachers in higher positions tend to integrate digital tools more effectively into their teaching practices. This finding aligns with Quimpan and Bauyot, who emphasize the role of teacher positions in adopting innovative teaching practices. Their study highlights how Generation Z teachers, who are digital natives, leverage their technological skills to enhance teaching effectiveness and student engagement. The research underscores the importance of integrating digital tools and innovative management practices to create interactive and engaging learning environments [14]. This correlation suggests that teachers in higher positions may have more access to resources, training, and support, enabling them to implement digital tools more effectively. All other correlations for Digital Integration were not significant, indicating that age, sex, civil status, years of service, and educational attainment do not significantly influence digital integration.

Similarly, for Flexible Learning Space, a significant correlation was found with the position of the teacher ($r = 0.212$, $p = 0.026$), indicating that teachers in higher positions are more likely to create flexible learning environments. This finding aligns with Müller and Mildenberger, who emphasize the role of blended learning in providing flexible learning opportunities. Their systematic review highlights that replacing classroom time with online learning environments can offer greater flexibility without compromising learning outcomes. This suggests that teachers in higher positions, who may have more influence and resources, are better able to implement and utilize flexible learning environments effectively. All other correlations for Flexible Learning Space were not significant, indicating that age, sex, civil status, years of service, and educational attainment do not significantly influence the creation of flexible learning environments.

In the case of Instructional Practices, no significant correlations were found with any of the factors examined. This suggests that age, sex, civil status, years of service, academic rank, and educational attainment do not significantly influence teachers' instructional practices. For Inclusive Education Practices, no significant correlations were found with any of the factors examined. This indicates that demographic factors do not significantly influence teachers' inclusive education practices. This emphasizes the importance of inclusive practices regardless of demographic factors.

Personalized Instruction showed significant correlations with both the position of the teacher ($r = 0.218$, $p = 0.022$) and educational attainment ($r = 0.198$, $p = 0.038$). This suggests that teachers in higher positions and those with higher educational qualifications are more likely to personalize instruction to meet individual student needs. This finding aligns with Dumont and Ready, who highlight that personalized learning can help all students reach their full potential by providing tailored educational experiences. This aligns with the finding that teachers in higher positions and with higher educational qualifications are more likely to personalize instruction, as these teachers may have

more resources, training, and experience to effectively implement personalized learning strategies. Also, it emphasizes the importance of considering students' cognitive, self-regulatory, and socio-emotional needs in personalized learning and the importance of teacher qualifications and positions in successfully adapting instruction to meet individual student needs [16].

For Behavioral Management, no significant correlations were found with any of the factors examined. This suggests that demographic factors do not significantly influence teachers' behavioral management strategies. This finding emphasizes the importance of consistent behavioral management practices regardless of demographic factors.

Overall, the results indicate that the position of the teacher is a significant factor in several classroom management practices, particularly in digital integration, flexible learning space, and personalized instruction. These findings highlight the importance of considering teachers' positions when developing professional development programs and support systems to enhance classroom management practices.

. **Table -3**: Relationship of respondents' profile to the level of classroom management strategies

Variables Tested		Computed r	P-value	Decision	Conclusion
Digital Integration	Age	0.005	0.956	Failed to reject null hypothesis	Not Significant
	Sex	0.128	0.183	Falled to reject null hypothesis	Not Significant
	Civil Status	0.101	0.293	Failed to reject null hypothesis	Not Significant
	No.of Years in Service	0.026	0.789	Failed to reject null hypothesis	Not Significant
	Position	0.249	0.009	Reject Null hypothesis	Significant
	Educational Attainment	0.039	0.688	Failed to reject null hypothesis	Not Significant
Flexible Learnning Space	Age	0.069	0.474	Failed to reject null hypothesis	Not Significant
	Sex	0.028	0.774	Falled to reject null hypothesis	Not Significant
	Civil Status	0.022	0.818	Failed to reject null hypothesis	Not Significant
	No.of Years in Service	0.114	0.236	Falled to reject null hypothesis	Not Significant
	Position	0.212	0.026	Reject Null hypothesis	Significant
	Educational Attainment	0.041	0.668	Failed to reject null hypothesis	Not Significant
Instructional Practices	Age	0.053	0.583	Failed to reject null hypothesis	Not Significant
	Sex	0.028	0.770	Failed to reject null hypothesis	Not Significant
	Civil Status	0.045	0.642	Failed to reject null hypothesis	Not Significant
	No.of Years in Service	0.070	0.467	Failed to reject null hypothesis	Not Significant
	Position	0.140	0.145	Failed to reject null hypothesis	Not Significant
	Educational Attainment	0.040	0.682	Failed to reject null hypothesis	Not Significant
Inclusive Education Practices	Age	0.023	0.814	Failed to reject null hypothesis	Not Significant
	Sex	0.039	0.689	Failed to reject null hypothesis	Not Significant
	Civil Status	0.019	0.840	Failed to reject null hypothesis	Not Significant
	No.of Years in Service	0.073	0.448	Failed to reject null hypothesis	Not Significant
	Position	0.084	0.381	Falled to reject null hypothesis	Not Significant
	Educational Attainment	0.046	0.632	Failed to reject null hypothesis	Not Significant
Personalize Instruction	Age	0.003	0.974	Failed to reject null hypothesis	Not Significant
	Sex	0.104	0.280	Failed to reject null hypothesis	Not Significant
	Civil Status	0.008	0.930	Failed to reject null hypothesis	Not Significant
	No.of Years in Service	0.183	0.055	Failed to reject null hypothesis	Not Significant
	Position	0.218	0.022	Reject Null hypothesis	Significant
	Educational Attainment	0.198	0.038	Reject Null hypothesis	Significant
Behavioral Management	Age	0.061	0.561	Falled to reject null hypothesis	Not Significant
	Sex	0.173	0.071	Failed to reject null hypothesis	Not Significant
	Civil Status	0.138	0.151	Failed to reject null hypothesis	Not Significant
	No.of Years in Service	0.083	0.390	Failed to reject null hypothesis	Not Significant
	Position	0.127	0.185	Failed to reject null hypothesis	Not Significant
	Educational Attainment	0.011	0.909	Failed to reject null hypothesis	Not Significant

4. CONCLUSIONS

The findings indicate that teachers demonstrate a strong commitment to various aspects of classroom management, particularly in digital integration, flexible learning spaces, instructional practices, inclusive education practices, personalized instruction, and behavioral management. The position of the teacher significantly influences digital integration, flexible learning spaces, and personalized instruction, suggesting that higher positions correlate with more effective implementation of these practices. However, other demographic factors such as age, sex, civil status, years of service, and educational attainment do not significantly impact these areas. Despite the overall positive perception of classroom management strategies, challenges persist in instructional practices and inclusive education. To address these issues, it is necessary to review and refine existing strategies, programs, and policies to improve classroom management. Continuous innovation and professional development should be prioritized to strengthen teaching effectiveness and the overall educational experience. Future research could focus on identifying additional factors that influence classroom management strategies and developing targeted interventions to support teachers in these areas.

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