

LEVERAGING SCHOOL LEADERSHIP: UPHOLDING CLASSROOM MANAGEMENT FOR ACADEMIC EXCELLENCE

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ABSTRACT

This study aimed to enhance classroom management practices by leveraging school leadership in the Municipality of Tago, Surigao del Sur for School Year 2024–2025. Guided by Kounin's Classroom Management Theory, Transformational Leadership Theory, and Bandura's Social Learning Theory, the research examined how leadership influences classroom effectiveness and student academic performance. A mixed-methods approach was employed, collecting data from 28 school heads and 35 Grade 6 teachers through surveys, interviews, and document analysis.

Results revealed that classroom management practices were generally applied at a high or very high level, especially in communication style, teacher preparedness, and emotional intelligence. However, areas such as student involvement, behavior management, and flexibility in lesson delivery were identified as relatively weak. Despite these efforts, statistical analysis indicated no significant correlation between classroom management practices and student academic performance, which mostly fell under the "Nearly Proficient" level. This suggests that other external or contextual factors may be influencing learning outcomes more strongly.

Qualitative findings highlighted recurring issues including student behavior, diversity, absenteeism, and limited parental involvement. These insights were crucial in designing a responsive supervisory program focused on professional development, reflective teaching, coaching, and enhancing school-home collaboration.

The study concludes that classroom management is not solely the teacher's responsibility but a shared endeavor requiring strong and supportive school leadership. Effective management practices flourish when leaders are actively engaged, provide targeted support, and foster a culture of collaboration and continuous improvement.

As a result, the study recommends sustained capacity-building for both teachers and school heads, and the institutionalization of data-driven, reflective supervision to create consistent and meaningful improvements in classroom management and student learning.

Keyword: - classroom management, school leadership, Grade 6 learners, academic performance, teacher preparedness, emotional intelligence, supervisory program

1. INTRODUCTION

Classroom management is a fundamental aspect of the teaching and learning process, directly affecting teacher effectiveness and student academic performance. In the national context, the Department of Education (DepEd) recognizes the importance of effective classroom management as a key component of quality education, emphasizing its role in fostering student engagement, reducing disruptive behavior, and improving learning outcomes. Locally, schools across the Philippines, particularly in rural areas like the Tago District, face challenges in implementing effective classroom management strategies due to large class sizes, diverse learning needs, and limited professional development opportunities for teachers and school heads. Addressing these challenges requires strong school leadership that supports teachers in maintaining an organized and conducive learning environment. This study explores the role of school leadership in enhancing classroom management practices, with the ultimate goal of developing a supervisory program tailored to the needs of the Tago District in Surigao del Sur.

The research underscores the critical connection between effective classroom management and student success. Gao and Lv (2024) emphasize that teacher preparedness, communication style, and emotional intelligence are key components of successful management strategies. Additionally, professional development initiatives that equip both educators and administrators with skills to address classroom challenges have been shown to improve teaching efficacy and foster collaborative educational environments. These findings suggest that school leadership plays a pivotal role in sustaining effective classroom management and driving improvements in academic performance.

1.1 Research Questions

This study aims to enhance classroom management practices by leveraging school leadership in the municipality of Tago, Surigao del Sur during the School Year 2024-2025. The study seeks to address these challenges by exploring the following specific questions:

1. What is the extent of classroom management practices in the schools of Tago District in terms of:
 - 1.1. student involvement;
 - 1.2. behavior management techniques;
 - 1.3. flexibility in lesson delivery;
2. Is there a significant relationship between the profile and the classroom management practices?
3. Is there a significant relationship between the academic performance and the classroom management practices?
4. What are the challenges encountered by the teachers and administrators in terms of classroom management?

1.2 Significance of the Study

This study holds significant value in addressing critical aspects of classroom management practices and their impact on the academic performance of Grade 6 learners in the Tago District. The findings aim to provide practical insights and recommendations for various stakeholders, ensuring that classroom management practices are enhanced to support academic excellence.

Through its contributions to these stakeholders, this study aims to enhance classroom dynamics and leadership strategies, ultimately promoting academic excellence and educational quality in the Tago District.

2. REVIEW OF LITERATURE

2.1 Classroom Management Practices

Classroom management remains a critical element of effective teaching, directly influencing students' academic engagement and overall classroom dynamics. Teachers are tasked with maintaining order while fostering an environment conducive to learning. Ara and Ahmad (2025) discussed that structured classroom practices, such as consistent rules and positive reinforcement, enable educators to address behavioral issues proactively. These practices align with modern instructional approaches that prioritize student-centered learning, allowing learners to become self-regulated and active participants in their education.

The integration of innovative classroom arrangements, including flexible seating and collaborative spaces, further enhances student focus and engagement. Research shows that these physical adjustments support a more interactive learning environment, allowing teachers to manage disruptions effectively. Ara and Ahmad's (2025) findings highlight those overcrowded classrooms remain a significant challenge, especially in under-resourced schools. By incorporating structured seating plans and optimizing available spaces, teachers can create a more manageable and organized learning atmosphere.

Moreover, the success of classroom management practices often hinges on the teachers' ability to adapt these strategies to their specific contexts. In schools with limited resources, educators must employ creativity and resilience to overcome challenges. This reinforces the importance of providing teachers with targeted professional development opportunities to refine their classroom management skills and address the unique needs of their students.

2.2 Impact of Soft Skills

Soft skills, such as communication, teamwork, and adaptability, are essential for effective classroom management. These skills enable teachers to navigate the complexities of modern classrooms and address the diverse needs of their students. Vasay and Baguio (2024) found that teachers who exhibit strong interpersonal skills

are better equipped to foster positive relationships with their students, reducing behavioral issues and enhancing engagement.

Communication is particularly critical in classroom management. Clear and consistent communication of expectations helps students understand their roles and responsibilities, creating a structured and disciplined learning environment. Teachers who effectively communicate with students, parents, and colleagues are more likely to resolve conflicts constructively and maintain a harmonious classroom atmosphere.

Moreover, teamwork among educators enhances classroom management practices. Collaborative approaches, such as co-teaching and peer mentoring, provide teachers with opportunities to share best practices and learn from one another. These initiatives not only improve individual teacher performance but also foster a culture of collective responsibility for student success.

2.3 Classroom Management and Academic Performance

Empirical studies highlight a direct link between effective classroom management and improved academic performance. Ara and Ahmad (2025) explored the connection between teachers' classroom management styles and student outcomes, emphasizing that student-centered approaches significantly enhance engagement and learning. The study revealed that teachers who incorporate cooperative learning and critical thinking exercises foster greater student autonomy, a key factor in academic success. The findings align with global research that underscores the importance of balancing discipline with instructional innovation.

In the Philippine context, Llanos (2023) investigated how classroom management strategies influence the academic performance of high school students. The study noted that well-managed classrooms, characterized by clear expectations and consistent routines, reduce distractions and create an environment conducive to learning. Teachers who actively monitor student progress and adapt their management styles to meet diverse needs demonstrated significant improvements in student test scores. These findings support the notion that effective classroom management is essential for academic excellence in resource-constrained settings.

Furthermore, Baco et al. (2025) reported that collaborative teacher training programs focusing on classroom management techniques positively impact student outcomes. The study demonstrated that teachers who receive consistent feedback and mentoring from their peers are more confident in implementing innovative management practices. This collaborative approach not only improves classroom dynamics but also enhances the overall learning experience for students.

3. METHODOLOGY

3.1 Research Design

This study employed an explanatory sequential research design, a mixed-method approach that integrated both quantitative and qualitative data collection and analysis (Creswell & Creswell, 2018). The design was structured in two phases, beginning with the quantitative phase, during which numerical data were gathered and analyzed to identify patterns and relationships. The findings from this phase guided the qualitative phase, which aimed to further explore the identified patterns by collecting additional insights through open-ended survey questionnaires.

In the quantitative phase, data were collected through structured surveys to determine the extent of classroom management practices, the profile of respondents, and the academic performance of Grade 6 learners. Statistical tools were employed to analyze the data and identify significant relationships among variables. This phase provided a comprehensive overview of the key factors that influenced classroom management and its impact on student performance.

The qualitative phase followed and involved the administration of open-ended survey questions designed to elicit more detailed responses from the participants. This phase focused on capturing the respondents' perspectives, challenges, and contextual insights related to classroom management. Although no interviews or focus group discussions were conducted, the qualitative responses enriched the interpretation of the quantitative findings.

This research design ensured a systematic approach to addressing the study's objectives, combining the breadth of quantitative data with the depth of qualitative insights obtained from open-ended survey responses. The explanatory sequential approach aligned with the study's goal of developing a well-informed supervisory program to enhance classroom management practices in the Tago District. By employing this approach, the study integrated numerical analysis with descriptive input, ensuring that the findings were both comprehensive and actionable.

3.2 Participants

The study utilized a complete enumeration method for the quantitative phase, involving all Grade 6 teachers and school heads in the Tago District. The focus on this specific group aimed to gain valuable insights into effective classroom management practices at a critical stage in the learners' academic journey. Grade 6 marks a pivotal point in elementary education, and the perspectives of educators at this level were instrumental in understanding factors that influence classroom dynamics and student performance. By including all eligible participants, the study ensured a comprehensive and representative dataset that captured both administrative and instructional experiences.

3.3 Instruments

To gather the necessary data for this study, the researcher utilized two structured survey questionnaires—one designed for school administrators and another for teachers—to comprehensively assess classroom management practices and the challenges encountered in Grade 6 classrooms within the Tago District, Surigao del Sur. These instruments were developed to collect both quantitative and qualitative data, thereby ensuring a thorough understanding of classroom management dynamics from both leadership and instructional perspectives.

To ensure the internal consistency of the instrument, a reliability analysis was conducted using Cronbach's Alpha. The results showed that all seven dimensions demonstrated excellent reliability. Specifically, Teacher-Controlled Level ($\alpha = 0.954$), Student Involvement ($\alpha = 0.947$), Behavior Management Techniques ($\alpha = 0.946$), Flexibility in Lesson Delivery ($\alpha = 0.955$), Teacher Preparedness ($\alpha = 0.950$), Communication Style ($\alpha = 0.944$), and Teacher Emotional Intelligence ($\alpha = 0.942$) each exceeded the threshold of 0.90, indicating excellent internal consistency. These results confirmed that the instrument was highly reliable for measuring classroom management constructs.

Prior to full implementation, the instruments underwent rigorous validation by a panel of five experts in education and school leadership. The experts reviewed the content for clarity, relevance, and alignment with the study's objectives. A pilot test was also conducted among a small group of teachers and administrators not included in the actual study. Feedback from the pilot testing was used to refine ambiguous items and enhance the coherence of the instruments. Through this process, the research instruments were deemed both valid and reliable, strengthening the credibility of the findings derived from their use.

3.4 Procedures

The data collection for this study was conducted following a systematic and ethical process to ensure the validity, reliability, and integrity of the information gathered. Prior to data gathering, a formal request for permission to conduct the study was sent to the Schools Division Superintendent of Surigao del Sur. Upon approval, coordination with the Public Schools District Supervisor of Tago District was initiated to facilitate communication with the participating schools.

After securing all necessary approvals, the researcher personally visited each of the 28 elementary schools within the district. During these visits, the purpose of the study was explained to the school heads and Grade 6 teachers, emphasizing the voluntary nature of their participation and the confidentiality of their responses. Consent forms were distributed and duly signed before any instrument was administered.

The data collection instrument consisted of a structured survey questionnaire designed to assess classroom management practices, respondents' demographic profiles, and relevant factors influencing student performance. The survey tool was validated by a panel of experts and pilot-tested for clarity and reliability prior to deployment.

Respondents were given sufficient time—typically 2 to 3 days—to complete the questionnaire. The researcher returned to each school to retrieve the accomplished forms, ensuring a 100% retrieval rate. For remote or geographically distant schools, the researcher allowed submission through the district office or via scanned copies through official email channels to accommodate logistical challenges.

All collected data were organized, coded, and encoded for statistical analysis. The responses were treated with strict confidentiality, and the identities of participants were anonymized in all documentation and reporting of findings.

3.5 Ethical Considerations

In conducting this study, the researcher ensured that all ethical principles were strictly observed throughout the research process. The study adhered to the ethical standards of responsible research involving human participants, focusing on the core values of respect for persons, beneficence, and justice.

All data collected were stored securely, with access limited only to the researcher. These were kept in password-protected files and will be disposed of properly upon completion of the study. Throughout the process, the researcher committed to maintaining data accuracy and integrity, avoiding any form of misrepresentation or fabrication of results.

In addition, the study complied with the Data Privacy Act of 2012 (Republic Act No. 10173) and followed the national and institutional guidelines for ethical research. By observing these ethical considerations, the researcher ensured the protection of the rights and well-being of all participants and upheld the credibility and integrity of the study..

4. DATA ANALYSIS

This section features the presentation, analysis, and presentation of relevant data regarding the problems raised in the study. Presentation and discussions of data are arranged according to the sequence of the sub-problems.

4.1 The extent of classroom management practices in terms of Student Involvement

Indicators	TEACHERS			ADMINISTRATORS		
	Mean	SD	Description	Mean	SD	Description
1. The teacher encourages students to participate actively in class discussions.	4.51	0.507	Very High Extent	4.25	0.752	Very High Extent
2. The teacher allows students to collaborate on projects and group activities.	4.6	0.553	Very High Extent	4.11	0.832	High Extent
3. The teacher involves students in setting classroom expectations.	4.31	0.676	Very High Extent	4.11	0.786	High Extent
4. The teacher acknowledges and values students input during lessons.	4.54	0.505	Very High Extent	4.21	0.738	Very High Extent
5. The teacher provides opportunities for students' leadership in class.	4.4	0.651	Very High Extent	4.04	0.838	High Extent
6. The teacher adapts their teaching strategies that include diverse learning styles.	4.26	0.657	Very High Extent	3.89	0.685	High Extent
7. The teacher promotes peer support and collaboration among students.	4.37	0.598	Very High Extent	4	0.72	High Extent
8. The teacher creates an inclusive classroom environment where students feel safe.	4.46	0.701	Very High Extent	4.18	0.772	High Extent
Overall	4.43	0.606	Very High Extent	4.1	0.765	High Extent

Table 1. Classroom Management Practices: Student Involvement

Table 1 presents the extent to which student involvement is practiced as a component of classroom management, as rated by both teachers and administrators in Tago District. Overall, teachers rated this domain as

being implemented to a Very High Extent ($M = 4.43$, $SD = 0.606$), while administrators rated it at a High Extent ($M = 4.10$, $SD = 0.765$). These results indicate that student involvement strategies are widely practiced and observed, although teachers perceive slightly higher levels of implementation than administrators.

Among the top-rated practices, the item “The teacher acknowledges and values students' input during lessons” received the highest rating from teachers ($M = 4.54$, $SD = 0.505$) and was also highly rated by administrators ($M = 4.21$, $SD = 0.738$). This reflects the importance of recognizing student voice, which contributes to a positive classroom culture and enhances engagement. According to Wilhoit (2024), affirming student contributions not only boosts confidence but also builds mutual respect between students and teachers, a cornerstone of effective classroom climate.

The next highest-rated indicator was “The teacher encourages students to participate actively in class discussions,” with teachers scoring it at $M = 4.51$ and administrators at $M = 4.25$. Active participation is a hallmark of learner-centered classrooms, which research has shown to increase comprehension, critical thinking, and motivation among students. Such practice also reflects a shift from traditional lecture-based instruction to interactive dialogue, fostering collaborative learning environments (Cambaya & Paglinawan, 2024).

Another top-rated item from the teacher group was “The teacher creates an inclusive classroom environment where students feel safe” ($M = 4.46$, $SD = 0.701$). Administrators also supported this with a rating of $M = 4.18$ ($SD = 0.772$). This finding highlights teachers' emphasis on emotional safety and inclusion, which is essential in diverse classrooms. When students feel emotionally secure, they are more likely to participate and engage in academic tasks. As noted by Wilhoit (2024), building a culture of safety and inclusion is foundational to managing classroom behavior and promoting academic risk-taking.

Conversely, the lowest-rated indicator from both perspectives was “The teacher adapts their teaching strategies that include diverse learning styles,” with administrators assigning a mean of 3.89 ($SD = 0.685$) and teachers 4.26 ($SD = 0.657$). While still within the “High Extent” range, this suggests that differentiated instruction may not be as consistently implemented as other engagement strategies. This aligns with challenges documented in classroom research, where adapting to various learning needs requires significant planning and support (Cambaya & Paglinawan, 2024).

Another relatively lower-rated item was “The teacher provides opportunities for students' leadership in class” ($M = 4.40$ from teachers; $M = 4.04$ from administrators). While student leadership fosters ownership and accountability, it appears that this area may be underutilized or implemented inconsistently across classrooms. Encouraging student leadership can enhance engagement and develop essential life skills, emphasizing the need for structured opportunities in this area (Wilhoit, 2024).

The third lowest-rated indicator was “The teacher promotes peer support and collaboration among students,” which received a mean of 4.37 from teachers and 4.00 from administrators. Though still rated highly, this finding suggests that collaboration is encouraged but may lack the structure or frequency necessary to achieve deeper peer-to-peer engagement. Collaborative learning has been shown to improve student engagement and academic achievement, highlighting the importance of intentional implementation (Cambaya & Paglinawan, 2024).

Overall, these results suggest that teachers strongly value student input, inclusion, and participation. However, areas such as differentiated instruction, peer collaboration, and classroom-based leadership may benefit from additional support and intentional practice. Promoting student involvement not only improves classroom climate but also enhances classroom discipline, as students who feel heard and engaged are more likely to follow behavioral norms (Iskandar et al., 2024).

4.2 The extent of classroom management practices in terms of Behavioral Management Technique

Indicators	TEACHERS			ADMINISTRATORS		
	Mean	SD	Description	Mean	SD	Description
1. The teacher applies behavior management strategies consistently.	4.17	0.618	High Extent	3.86	0.705	High Extent
2. The teacher uses positive reinforcement to encourage good behavior.	4.43	0.655	Very High Extent	4.07	0.716	High Extent
3. The teacher addresses students'	4.37	0.69	Very High	4.14	0.651	High Extent

misbehavior promptly and fairly.			Extent			
4. The teacher utilizes non-verbal cues to manage students' behavior.	4.11	0.583	High Extent	3.89	0.685	High Extent
5. The teacher involves parents in addressing students' behavior concerns.	4.46	0.701	Very High Extent	4.21	0.686	Very High Extent
6. The teacher reflects on his/her management strategies to improve teaching-learning practices.	4.34	0.684	Very High Extent	4	0.667	High Extent
7. The teacher adjusts teaching strategies based on individual student needs.	4.37	0.598	Very High Extent	3.96	0.744	High Extent
8. The teacher uses classroom routines to minimize disruptions.	4.31	0.676	Very High Extent	4.11	0.629	High Extent
Overall	4.32	0.651	Very High Extent	4.03	0.685	High Extent

Table 2. Classroom Management Practices: Behavior Management Techniques

Table 2 presents the extent to which behavior management techniques are implemented in classrooms, as evaluated by teachers and administrators in Tago District. Teachers rated these practices as implemented to a Very High Extent ($M = 4.32$, $SD = 0.651$), while administrators rated them at a High Extent ($M = 4.03$, $SD = 0.685$). These consistently high ratings suggest that both groups recognize behavior management as a core component of classroom effectiveness.

The top-rated practice from both groups was involving parents in addressing students' behavior concerns (Teachers: $M = 4.46$, $SD = 0.701$; Administrators: $M = 4.21$, $SD = 0.686$). This highlights the importance placed on strong home-school collaboration. Involving parents not only reinforces behavior expectations at home and in school but also improves student accountability and consistency in discipline (Iskandar et al., 2024).

The second highest-rated indicator was the use of positive reinforcement to encourage good behavior, rated at $M = 4.43$ by teachers and $M = 4.07$ by administrators. Research supports the value of this practice in promoting desirable behavior while reducing the frequency of punitive measures. Iskandar et al. (2024) emphasize that consistent use of rewards—verbal praise, points, or privileges—encourages intrinsic motivation and fosters a more supportive learning environment.

Another high-scoring behavior management strategy was addressing misbehavior promptly and fairly, which received ratings of $M = 4.37$ (teachers) and $M = 4.14$ (administrators). Prompt responses to misbehavior help prevent escalation and demonstrate fairness and consistency—elements essential to a respectful classroom climate (Wilhoit, 2024).

In contrast, the lowest-rated practice was the consistent application of behavior management strategies, with administrators assigning it a score of $M = 3.86$ ($SD = 0.705$), compared to $M = 4.17$ ($SD = 0.618$) from teachers. This discrepancy suggests a perception gap, where administrators may observe inconsistencies across classrooms, possibly due to differing management styles or varying levels of training. The Australian Education Research Organisation (2024) notes that consistent implementation of discipline procedures is key to establishing predictable expectations and building student trust.

Another relatively lower-rated item was the use of non-verbal cues, which received $M = 4.11$ (teachers) and $M = 3.89$ (administrators). While still rated at a high extent, this finding implies that such subtle strategies may be underutilized. Schools That Lead (2024) highlight that non-verbal cues—like eye contact, proximity, and hand signals—can effectively redirect behavior without disrupting instruction, but require deliberate training and modeling for consistent use.

Lastly, teacher reflection on behavior management strategies was also rated slightly lower by administrators ($M = 4.00$) compared to teachers ($M = 4.34$). Reflection is crucial in identifying what strategies work and making necessary adjustments. Wilhoit (2024) emphasizes that reflective classroom practices promote adaptive teaching and are especially important for managing diverse and dynamic classroom environments.

In summary, the results suggest strong use of proactive strategies such as parental involvement, positive reinforcement, and prompt responses to misbehavior. However, there is room to improve in areas like consistent application of discipline, non-verbal techniques, and reflective practice. Ongoing teacher development programs that emphasize behavior management frameworks and collaboration between teachers and administrators may help bridge these perception gaps and enhance effectiveness.

4.3 The extent of classroom management practices in terms of Behavioral Management Technique

Indicators	TEACHERS			ADMINISTRATORS		
	Mean	SD	Description	Mean	SD	Description
1. The teacher adapts lessons to respond to students' needs.	4.34	0.539	Very High Extent	4.18	0.67	High Extent
2. The teacher revises lesson plans when unexpected situations arise.	4.17	0.664	High Extent	3.89	0.737	High Extent
3. The teacher uses diverse teaching strategies to engage students.	4.20	0.719	Very High Extent	4.11	0.685	High Extent
4. The teacher encourages creative thinking in the classroom.	4.34	0.539	Very High Extent	3.93	0.766	High Extent
5. The teacher provides students with choices in learning activities.	4.14	0.648	High Extent	3.93	0.813	High Extent
6. The teacher integrates technology to enhance lessons when necessary.	4.29	0.622	Very High Extent	4.11	0.629	High Extent
7. The teacher adjusts lesson pacing based on students understanding.	4.31	0.631	Very High Extent	3.96	0.793	High Extent
8. The teacher seeks students' feedback to improve lesson delivery.	4.11	0.676	High Extent	3.96	0.693	High Extent
Overall	4.24	0.629	Very High Extent	4.01	0.723	High Extent

Table 3. Classroom Management Practices: Flexibility in Lesson Delivery

Table 3 presents the extent to which teachers demonstrate flexibility in lesson delivery, as perceived by both teachers and administrators in Tago District. The overall mean rating from teachers was 4.24 (SD = 0.629), interpreted as Very High Extent, while administrators rated it slightly lower at 4.01 (SD = 0.723), still within the High Extent category. These results reflect a shared perception that teachers are generally responsive and adaptive in how they deliver instruction.

Among the top-rated indicators, teachers reported high implementation of practices such as encouraging creative thinking in the classroom and adapting lessons to respond to students' needs, both with a mean of 4.34. Adjusting lesson pacing based on students' understanding (M = 4.31) and integrating technology to enhance lessons when necessary (M = 4.29) were also highly rated. These practices align with student-centered approaches that emphasize adaptability and responsiveness to learners' needs.

Encouraging creative thinking is essential in fostering higher-order thinking skills and empowering students to explore content beyond rote memorization. Inquiry-based learning approaches have been shown to enhance students' creative thinking by involving them in open-ended investigations and problem-solving activities (Indarasati et al., 2019). Similarly, adapting lesson pacing and responding to students' needs reflect differentiated instruction strategies, where teaching is adjusted based on learners' readiness and interest (Tomlinson, 2017).

Technology integration also received high ratings, suggesting that teachers are effectively using digital tools to enhance lesson delivery. Flexible use of technology in instruction accommodates diverse learning preferences and provides access to varied resources, thereby supporting differentiated learning (Hodges et al., 2020). On the other hand, the lowest-rated indicators from administrators include revising lesson plans when unexpected situations arise ($M = 3.89$), encouraging creative thinking ($M = 3.93$), and providing students with choices in learning activities ($M = 3.93$). Although still within the “High Extent” range, these slightly lower ratings suggest opportunities for improvement in instructional agility and personalization. Revising lesson plans in response to real-time classroom dynamics requires confidence and mastery, and may be challenging for some educators due to rigid pacing guides or lack of support (Australian Institute for Teaching and School Leadership [AITSL], 2022). Similarly, providing students with meaningful choices encourages autonomy and engagement but may be constrained by curriculum structure or time limitations.

Notably, administrators consistently rated all indicators slightly lower than teachers, reflecting a more cautious or observational stance. This gap may highlight the need for more visible evidence or documentation of flexible teaching practices.

In summary, both groups agree that teachers demonstrate substantial flexibility in lesson planning and delivery, particularly in adapting content and integrating technology. However, there is room to strengthen real-time responsiveness, creative facilitation, and student choice in instruction. Providing professional development in differentiated and inquiry-based strategies may further enhance lesson flexibility and responsiveness to learners’ needs.

4.4 Relationship Between the Profile and the Classroom Management Practices

Variable	Test	Statistic	F	df1	df2	p – value
Highest Educational Attainment	Pillai’s Trace	1.218	0.876	28	56	0.642
Number of Years in Service	Pillai’s Trace	0.934	0.840	21	39	0.659
Seminars Attended Relevant to Classroom Management	Pillai’s Trace	0.550	3.50	7	20	0.013

Table 4. Examining the Relationship Between Administrator’s Profile and the Classroom Management Practices Using Multivariate Test

Based on Table 4, the analysis using Multivariate Analysis of Variance (MANOVA) examined whether administrators’ profile variables significantly relate to their classroom management practices.

The findings reveal that attendance in seminars relevant to classroom management showed a statistically significant relationship with classroom management practices (Pillai’s Trace = 0.550, $F(7, 20) = 3.50$, $p = 0.013$). This indicates that administrators who have attended seminars focused on classroom management are more likely to implement effective strategies. This result aligns with previous research emphasizing the critical role of targeted professional development in enhancing leadership competencies related to classroom discipline and instructional supervision (Darling-Hammond et al., 2017).

On the other hand, the variables highest educational attainment ($p = 0.642$) and number of years in service ($p = 0.659$) did not show significant effects. These results suggest that neither higher degrees nor longer experience in the service significantly predict administrators’ classroom management practices.

In conclusion, the only profile variable with a significant impact was attendance at classroom management-related seminars. This underscores the importance of continuous, topic-specific training rather than relying solely on educational credentials or tenure to improve administrative support for classroom management.

Variable	Test	Statistic	F	df1	df2	p – value
Age	Pillai’s Trace	0.554	0.874	21	81	0.623
Educational Attainment	Pillai’s Trace	0.548	0.606	21	49	0.897
Position/Academic Rank	Pillai’s Trace	0.798	0.712	28	80	0.843
Years in Teaching	Pillai’s Trace	0.485	0.744	21	81	0.776

Table 5. Examining the Relationship Between Teacher’s Profile and the Classroom Management Practices Using Multivariate Test

Based on Table 5, a Multivariate Analysis of Variance (MANOVA) was conducted to examine the relationship between teachers' profile variables and their classroom management practices. The results revealed that none of the profile characteristics—age ($p = 0.623$), educational attainment ($p = 0.897$), position or academic rank ($p = 0.843$), and years in teaching ($p = 0.776$)—showed statistically significant relationships with classroom management practices.

These findings suggest that demographic variables and formal career markers such as academic rank or experience do not necessarily predict how well teachers implement classroom management strategies. Instead, other factors—such as professional development experiences, teaching style, personality traits, and emotional intelligence—may play a more critical role. This supports previous research indicating that classroom management effectiveness is more closely tied to teacher behaviors, attitudes, and adaptive strategies than to tenure or academic status alone (Gage et al., 2018; Jennings & Greenberg, 2009).

The absence of significant results highlights the importance of targeted support programs and ongoing training focused specifically on classroom management, regardless of a teacher's background or years in service.

4.5 Relationship Between the Academic Performance and the Classroom Management Practices

Predictor	Estimate	SE	t	p – value
Intercept	77.9879	12.42	6.2781	<.001
Teacher – Controlled Level	-5.3663	6.54	-0.8210	0.421
Student Involvement	-1.9838	5.84	-0.3395	0.738
Behavior Management Techniques	7.3429	6.86	1.0708	0.296
Flexibility in Lesson Delivery	-3.9404	5.87	-0.6716	0.509
Teacher Preparedness	6.2745	5.99	1.0476	0.307
Communication Style	0.0776	6.28	0.0124	0.990
Teacher Emotional Intelligence	-5.4198	4.64	-1.1680	0.256

Table 6 Relationship Between the Academic Performance and the Classroom Management Practices Using Multiple Regression

Based on the results presented in Table 6, a multiple regression analysis was conducted to examine the relationship between various classroom management practices and the academic performance of Grade 6 learners in Tago District. The regression model aimed to determine whether any of the seven classroom management variables significantly predict learners' academic performance, as measured by their Mean Percentage Score (MPS). The analysis shows that none of the classroom management variables emerged as statistically significant predictors of academic performance, as all p-values exceed the standard threshold of 0.05. Specifically, the variables teacher-controlled level ($p = 0.421$), student involvement ($p = 0.738$), behavior management techniques ($p = 0.296$), flexibility in lesson delivery ($p = 0.509$), teacher preparedness ($p = 0.307$), communication style ($p = 0.990$), and teacher emotional intelligence ($p = 0.256$) did not demonstrate significant influence on learners' academic outcomes. While the regression coefficients suggest slight positive effects for some predictors—such as behavior management techniques and teacher preparedness—their influence was not statistically meaningful. Conversely, some variables, such as student involvement and emotional intelligence, had negative estimates, but again, these were not significant.

The absence of significant results implies that classroom management practices alone may not be sufficient to explain variations in academic performance among learners. Other unmeasured factors—such as learner motivation, parental support, socio-economic background, instructional quality, and curriculum alignment—may have a more direct impact. These findings support previous research asserting that while classroom management sets the foundation for a productive learning environment, academic performance is shaped by a complex interplay of individual, instructional, and contextual variables (Hattie, 2009; Marzano, 2003).

In conclusion, the regression results suggest that although classroom management is essential for maintaining order and engagement, it does not independently predict learners' academic performance in a statistically significant way in this study. Further research may consider including learner-specific and contextual factors to more accurately model the determinants of academic success.

4.6 Challenges encountered by the teachers and administrators in terms of classroom management

To examine the difficulties encountered by teachers and administrators in managing their classrooms, qualitative responses were gathered and analyzed through thematic analysis using in vivo coding.

Theme 1: “Behavior management of my students”

The most recurring concern raised by both teachers and administrators centers around “behavior management of my students.” Teachers report difficulties in enforcing discipline consistently, handling disruptive behavior, and maintaining a calm and orderly classroom atmosphere. One teacher shared, “Behavioral issues, students may exhibit disruptive behaviors such as talking, refusing to follow instructions.” This kind of disruption undermines the teacher’s ability to deliver effective instruction and reduces the time allocated for actual learning.

Administrators also echoed this concern, with one stating, “There are cases when learners openly defy instructions, and it disrupts the entire class.” Such experiences reflect what Marzano (2003) described as the “domino effect” of poor behavior management, where one student’s actions can derail the momentum of the whole classroom. This challenge is magnified in settings with large class sizes or minimal support staff, where the teacher is solely responsible for managing all behavioral issues. Without proper structures in place, even experienced educators can feel overwhelmed, affecting their confidence and teaching quality.

Theme 2: “Student diversity and behavior management”

Many educators expressed that the complexity of classroom management is heightened by the diversity of their students. One teacher summarized this challenge as, “Student diversity and behavior management—these are the most significant challenges I face in managing my classroom.” This reflects the reality of mixed-ability classrooms where learners vary widely in cognitive, emotional, and behavioral readiness.

Administrators further explained that, “Pupils have different learning preferences and abilities which can make it challenging for a teacher to engage all pupils at once.” These differences require teachers to continuously adapt instruction while managing attention spans, learning styles, and emotional needs.

Theme 3: “Understanding different learning styles”

Several teachers cited “understanding different learning styles” as a persistent issue, often linked with the demands of modern, inclusive education. One teacher expressed this as a list of compounding challenges: “Understanding different learning styles, lack of effective communication, staying up to date with technology, communicating with parents and pressure from school administrators.”

Theme 4: “Class behavior, absenteeism, and contextualization”

This theme highlights the administrative perspective on systemic challenges that impact classroom management. One administrator noted, “The most significant challenges are class behavior, absenteeism, and contextualization of learning competencies—for me, we have lack of learning resources.” This statement points to the interaction of behavioral, attendance, and curriculum implementation issues.

Theme 5: “Student behavior and discipline since these learners come from different kinds of family background”

The influence of the home environment emerged as a significant factor in classroom management. An administrator observed, “Student behavior and discipline—since these learners come from different kinds of family background.” This statement reflects how students’ behavior in school is often shaped by socio-emotional factors stemming from their family situations, including neglect, trauma, or inconsistent parenting.

5. CONCLUSION

Based on the results of this study, several conclusions can be drawn regarding the implementation of classroom management practices and the role of school leadership in shaping such practices across the public schools in Tago District.

First, the qualifications and years of service of both teachers and administrators indicate a professionally maturing workforce. However, the findings imply that professional development—particularly training directly focused on classroom management—plays a more pivotal role in shaping effective practices than demographic or positional factors. This underscores the importance of continuous, targeted, and context-relevant capacity-building rather than relying solely on experience or academic credentials.

Second, the relatively lower implementation of strategies related to student involvement, behavior management, and flexible lesson delivery highlights a gap between structural consistency and responsive practice. This suggests that classroom management is strongest when it is observable and routine-driven but may weaken in areas that require personalization and spontaneity.

Third, the learners' academic performance, which remains concentrated in the nearly proficient range, indicates a lack of mastery that cannot be attributed to classroom management practices alone. The absence of a significant predictive relationship between management practices and academic outcomes implies that student achievement is shaped by a wider ecosystem—potentially involving curriculum design, learner readiness, socio-emotional factors, and home-school dynamics.

Lastly, the qualitative findings point to classroom management as a task that is not only technical but also emotional, contextual, and systemic. Teachers and administrators are managing classrooms amid diverse learner needs, behavioral challenges, absenteeism, and limited parental support. These realities demand a supervisory approach that integrates emotional intelligence, inclusive teaching practices, and institutional support mechanisms. In sum, effective classroom management requires more than individual teacher effort; it must be reinforced by responsive leadership, sustained professional development, shared accountability, and a culture of reflection and collaboration.

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