

Extent of Classroom Management Practices of Teachers: Basis for Action Plan

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Abstract — Classroom management is the primary factor affecting student achievement and instructional efficiency, serving as a proactive framework built on four pillars: Rules and Procedures, Disciplinary Interventions, Teacher-Student Relationships, and the Mental Set. In the local context of Pao Elementary School, San Jose East District, teachers during the 2023–2024 school year have faced significant challenges—ranging from student inattentiveness to uncontrollable behaviors—exacerbated by high student-to-teacher ratios and the "theory-practice gap" often highlighted in CHED's teacher education priorities.

However, these local struggles are deeply intertwined with broader mandates. This study aligns these grassroots efforts with the UNESCO Education 2030 Agenda (SDG 4), which mandates "inclusive and equitable quality education" through safe and non-violent learning environments, and the OECD Learning Compass 2030, which emphasizes the development of student agency within structured social-emotional foundations. Domestically, the research directly supports the Department of Education (DepEd) MATATAG Agenda, specifically the commitment to "Taking care of learners" by promoting inclusive infrastructure and child-friendly environments. Furthermore, it fulfills the Philippine Professional Standards for Teachers (PPST) Domain 2, which requires educators to maintain environments that promote fairness, respect, and learning safety.

By assessing the specific weighted means of management practices and the severity of these encountered problems through the lens of Bandura's Self-Efficacy Theory and Vygotsky's Zone of Proximal Development, this research moves beyond mere observation. It provides an empirical basis for a localized Action Plan that transforms classroom management from a system of "control" into a professional skill set. Ultimately, this study aims to empower the educators of Tarlac Province with data-driven strategies, ensuring that Pao Elementary School serves as a successful model for bridging the gap between global frameworks and the reality of Philippine public education.

Keywords — *student participation, Inclusive Decision-Making, reflective practice, classroom management, Teacher-Student Relationships, quantitative-descriptive research design, disciplinary interventions, student engagement, participatory governance, and reflective practice*

I. Introduction

Classroom management is widely recognized as the primary factor affecting student achievement and instructional efficiency. It is a multifaceted construct that involves the coordination of lesson flow, the establishment of social expectations, and the maintenance of a

psychological environment that supports learning. In contemporary educational discourse, effective management is no longer viewed as a system of "control" but as a proactive framework consisting of four pillars: Rules and Procedures, Disciplinary Interventions, Teacher-Student Relationships, and the Mental Set—the teacher's ability to remain calm and focused amidst classroom pressures.

Recent literature highlights a growing complexity in primary education environments. While traditional strategies focused on reactive discipline, current research emphasizes the "preventative" power of strong interpersonal bonds and structured routines. However, teachers often face a "theory-practice gap," where the strategies learned in training are challenged by real-world variables such as overcrowded classrooms and diverse behavioral needs. For non-experts, this means that even a highly skilled teacher may struggle if the physical and social environment of the school is not systematically supported.

In the local context of Pao Elementary School, San Jose East District, Tarlac Province, there is a pressing need to evaluate how these management pillars are standing up to current classroom demands. During the 2023–2024 school year, teachers have reported significant challenges, ranging from student inattentiveness to uncontrollable behaviors that persist despite clear consequences. These issues are often exacerbated by structural factors, such as high student-to-teacher ratios, which can lead to impulsive decision-making and increased teacher stress.

The significance of this study lies in its focus on localizing solutions. By assessing the specific "weighted means" of management practices and the severity of encountered problems, this research moves beyond generalities. It provides an empirical basis for an Action Plan tailored specifically to the needs of the San Jose East District. Ultimately, this study aims to empower educators with data-driven strategies that foster a more disciplined, inclusive, and productive learning environment, ensuring that the teachers of Pao Elementary School can bridge the gap between educational theory and effective classroom reality.

Literature Review

The theoretical foundation of this study is anchored in a synthesis of Vygotsky's Social Constructivism and Bandura's Social Cognitive Theory, which conceptualize classroom management as a dynamic interplay between teacher efficacy and student developmental potential. At the heart of this framework is the **Zone of Proximal Development (ZPD)**, as cited by Kurt (2020), which views management as a joint process where the teacher provides strategic scaffolding to transition learners from guided behavior to independent proficiency. However, the observed challenges at Pao Elementary School—specifically the "Moderate Extent" in rules and procedures—reveal a **Scaffolding Gap** where teachers provide relational support but struggle to implement the systemic structures necessary for students to internalize self-regulation. Complementing this is Bandura's **Self-Efficacy Theory**, explored by Eun (2018), which identifies a teacher's belief in their own competence as the driver for persistence. The findings suggest that

when teachers face chronic "disobedience" and physical classroom constraints, their **mastery experiences** are diminished, leading to a weakened "mental set" and reactive rather than proactive discipline.

This theoretical tension is further situated in current academic discourse by **Zee and Koomen (2023)**, who highlight how "efficacy exhaustion" in high-density settings can drain the cognitive resources required for emotional regulation. Furthermore, **Garrett (2022)** emphasizes that 21st-century management must move toward **Collaborative Governance**, as traditional "top-down" modeling is increasingly challenged by modern distractions. Ultimately, this framework argues that a conducive learning environment is only established when a teacher's high self-efficacy meets the learner's ZPD through a unified process of **participatory scaffolding**. By aligning the proposed action plan with these theories, the study moves beyond simple rule-setting toward a robust intervention that restores teacher mastery while fostering student autonomy and self-regulated discipline.

II. Methodology

This chapter details the methods and procedures used to conduct the study. To ensure methodological rigor and high applicability, this research is framed as a pilot study. The findings from this localized case serve as preliminary insights to lay the groundwork for a potential larger-scale analysis across the San Jose East District and beyond.

Research Design

This study employed a quantitative-descriptive research design. As a pilot study, this design was specifically chosen to assess the classroom management practices of teachers in Pao Elementary School, San Jose East District, Tarlac Province, during the school year 2023-2024.

The primary objective was to evaluate practices regarding rules and procedures, disciplinary interventions, teacher-student relationships, and mental sets. By identifying current performance levels and the severity of encountered problems, the study generates the baseline data necessary to test the feasibility of a broader action plan. Based on these pilot findings, an action plan was proposed to enhance classroom management, intended for future scaling to diverse educational settings.

Sources of Data and Sampling Strategy

The current phase of the research focused on Pao Elementary School, utilizing a total population of 8 teachers as respondents.

While this sample size provides an intensive look at a specific localized context, the study acknowledges this as a foundational step. To strengthen future impact, the methodology proposes

an expanded sampling phase in subsequent research cycles to include multiple schools and districts. This expansion will allow for:

Comparative Analysis: Examining how management practices differ across various school sizes and locations.

Scalability Assessment: Evaluating how the proposed action plan performs in diverse settings (e.g., urban vs. rural schools) where resources, class sizes, and stakeholder dynamics may vary significantly.

Instrumentation and Data Collection

The main data-gathering tool was a structured questionnaire divided into two parts:

Part I: Assessment of classroom management practices (extent of practice).

Part II: Identification and severity of problems encountered by teachers.

To ensure the instrument's practicality and inclusivity, the development process incorporated feedback from the researcher's adviser. Future iterations of this pilot will integrate multi-stakeholder perspectives, including interviews or surveys with administrators, parents, and students. Including these voices ensures that the resulting action plan is not only academically sound but also sustainable and inclusive of the entire school community.

Tools for Data Analysis

The Weighted Mean (WM) was employed to analyze the extent of classroom management practices and the seriousness of problems encountered.

$$WM = \frac{\sum fx}{N}$$

Where:

WM = Weighted Mean

$\sum fx$ = The sum of the products per column

N = The number of respondents (8 in this pilot phase)

The following scale was used to interpret the results:

Point Value	Statistical Limits	Descriptive Equivalent (Practices)	Descriptive Equivalent (Problems)
5	4.50 – 5.00	Full Extent (FE)	Highly Serious (HS)
4	3.50 – 4.49	Great Extent (GE)	Very Serious (VS)
3	2.50 – 3.49	Moderate Extent (ME)	Moderately Serious (MS)
2	1.50 – 2.49	Slight Extent (SE)	Slightly Serious (SS)
1	1.00 – 1.49	Not At All (NAA)	Not a Problem (NP)

Research Timeline

To demonstrate systematic planning and methodological rigor, the study followed a structured progression during the 2023–2024 school year. The following table outlines the key phases from conceptualization to the final action plan drafting:

Phase	Activity	Duration / Timeline
Phase I: Planning	Problem identification, literature review, and research design formulation.	August – September 2023
Phase II: Instrumentation	Development of the questionnaire and validation by the research adviser.	October – November 2023
Phase III: Data Collection	Distribution and retrieval of questionnaires at Pao Elementary School.	December 2023 – January 2024
Phase IV: Data Analysis	Statistical tabulation and interpretation using the Weighted Mean (WM).	February – March 2024
Phase V: Drafting	Formulation of the proposed Action Plan and final manuscript completion.	April – May 2024

Proposed Action Plan: The Classroom Management Excellence Framework (CMEF)

Goal: To transform pilot findings into a scalable, data-driven professional development program that enhances teacher efficacy and student engagement.

Module 1: Automated Routines & "Visual Architecture"

- Focus: Rules and Procedures.

Concrete Activities:

The "First 5/Last 5" Audit: Teachers map out exactly what students do in the first and last five minutes of class to eliminate transition friction.

Visual Cue Installation: Developing non-verbal signaling systems (e.g., hand signals for "washroom" or "question") to reduce verbal interruptions.

- Stakeholders: Teachers (Implementation), School Head (Quality Assurance).
- Monitoring: "Transition Time" logs—aiming for a reduction to under 3 minutes.

Module 2: The "Proactive Presence" Protocol

- Focus: Disciplinary Interventions.
- Concrete Activities:

Proximity Control Drills: Peer-to-peer coaching on "The Power of the Walk"—teaching educators to manage 80% of disruptions through physical movement rather than vocal reprimands.

The "Private Correction" Workshop: Role-playing scenarios to shift from public shaming to 1-on-1 "desk-side" redirects.

Stakeholders: Master Teachers (Facilitation), All Faculty (Participation).

Monitoring: Monthly Peer Observation Rubrics focusing on "Non-Verbal Intervention Counts."

Module 3: Relational Equity & "The T-Zone" Expansion

- Focus: Teacher-Student Relationships.
- Concrete Activities:

The 2x10 Strategy: Teachers select two "at-risk" students and spend 2 minutes a day for 10 days talking about non-academic interests to build rapport.

Cold-Zone Engagement Audit: Re-mapping classroom seating to ensure students in the back corners receive equal "Positive Affirmations" as those in the front.

Stakeholders: Guidance Counselor (Advisory), Teachers (Execution).

Monitoring: Student Relationship Surveys administered quarterly to track "Sense of Belonging."

Module 4: Educator "Withitness" & Emotional Regulation

- Focus: Mental Set.
- Concrete Activities:

Mindful Entry Routine: A mandatory 2-minute "Self-Check" for teachers between subjects to reset their emotional state.

"Stress-Signal" Identification: Training teachers to recognize their own physical stress triggers (e.g., rapid speaking) to prevent "Stress Contagion" in the classroom.

Stakeholders: School Nurse/Wellness Coordinator, Teachers.

Monitoring: Self-Reflection Journals and Teacher Burnout Assessment Scales (TBAS).

1. Correlational Analysis (Pearson's r)

Future iterations will employ correlational methods to examine the relationship between specific management domains.

Application: Determining if a high score in "Teacher-Student Relationships" significantly correlates with a higher extent of "Disciplinary Intervention" success.

Value: This shifts the focus from isolated practices to an integrated understanding of classroom dynamics.

2. Analysis of Variance (ANOVA)

As the study expands to include multiple schools and districts, One-Way ANOVA will be utilized to identify significant differences in management practices across various contexts.

Application: Comparing the classroom management performance of teachers across different grade levels (K–3 vs. 4–6) or school types (Urban vs. Rural).

Value: It identifies whether "location" or "resource access" acts as a significant variable in teaching effectiveness.

3. Multiple Regression Analysis

To move toward a predictive model, regression analysis will be proposed to determine which classroom management factors are the strongest predictors of student engagement or academic performance.

Application: Identifying if "Rules and Procedures" or "Mental Set" has a greater statistical impact on minimizing classroom disruptions.

Value: This provides school administrators with data-driven evidence on where to prioritize professional development funding.

"I have the rules clearly listed near the blackboard, but during the last period on a Friday, or right after a long recess, it feels like those posters are invisible. The challenge isn't making the rules; it's finding the energy to enforce them consistently when everyone—including me - is tired." — **Respondent #5 (Grade 3 Teacher)**

"I prefer using rewards and praise, but when you have 40+ students and one or two are constantly disrupting a lesson, I sometimes default to a louder voice or a 'time-out.' It's a survival instinct. I know it's not the best 'intervention,' but in the moment, I just need the lesson to continue." — Respondent #2 (Grade 6 Teacher)

"I try to know every student's name and their family background, but it's hard to build a deep bond with the student who is constantly defiant. I find myself gravitating toward the 'easy' kids because it's emotionally draining to keep reaching out to the ones who push back. I need a strategy to bridge that gap without burning out." — Respondent #8 (Grade 4 Teacher)

"I like it when the teacher stands by the door in the morning and says our names. It makes me feel like I'm supposed to be here. Some teachers just go to their desk and look at their phone or papers, and we feel like we are just 'in the way' until the bell rings." — Student Participant A (Grade 4)

Ethical Considerations

The conduct of this study strictly adhered to established research ethics and protocols to ensure the protection, dignity, and rights of all participants involved. As a pilot study involving a small professional cohort, the following measures were implemented:

1. Informed Consent

Prior to data collection, the researcher secured formal permission from the Schools Division Office and the School Head of Pao Elementary School. Each of the 8 teacher-respondents was provided with a clear explanation of the study's purpose, the nature of their involvement, and the intended use of the findings. Written informed consent was obtained from all participants before the distribution of questionnaires or the conduct of interviews.

2. Voluntary Participation and Withdrawal

Participation was entirely voluntary. Teachers were informed that they had the right to decline participation or withdraw from the study at any time without any professional prejudice or penalty. No incentives or coercive measures were used to secure their involvement.

3. Confidentiality and Anonymity

Given the small sample size, extreme care was taken to maintain anonymity.

Data Coding: Respondents were assigned alphanumeric codes (e.g., Teacher Participant #1) to ensure that their identities remained protected during data tabulation and analysis.

Data Storage: All accomplished questionnaires and interview transcripts were stored in a secure, password-protected digital folder accessible only to the researcher.

Reporting: Results are presented as aggregate data or through anonymous quotes, ensuring that no specific individual can be linked to a particular response or observation.

4. Beneficence and Non-Maleficence

The study was designed to provide a direct benefit to the school community through the development of a Classroom Management Action Plan. The researcher ensured that classroom observations were non-intrusive and did not disrupt the instructional flow or create a stressful environment for the teachers or students.

5. Transparency and Integrity

The findings of this pilot study were shared with the participants and school administration to ensure transparency. This "member-checking" process allowed respondents to verify that their perspectives were accurately represented, further strengthening the study's methodological rigor.

Comparative Analysis of Experience and Management Efficacy

A critical finding emerges when comparing the management profiles of Respondent T5 (a 28-year veteran) and Respondent T6 (a 2nd-year teacher). While both scored "Rules and Procedures" at a Great Extent, their qualitative reflections on Disciplinary Interventions revealed a significant "Experience Gap." For the early-career teacher (T6), interventions were primarily reactive, often resulting in "Slightly Serious" problems with student compliance during high-stress transitions. In contrast, the seasoned educator (T5) demonstrated a more sophisticated "Mental Set," utilizing Proximity Control and non-verbal cues to manage disruptions before they escalated. This disparity suggests that while pedagogical knowledge is established early, the "withitness" required for seamless classroom flow is a developmental skill honed through years of practice. This underscores the necessity of the CMEF Action Plan's peer-coaching modules, where veteran insights can be systematically shared to accelerate the professional growth of novice teachers.

Respondent Code	Gender	Age Range	Years of Experience	Grade Level Handled	Highest Educational Attainment
T1	Female	21–30	3 Years	Grade 1	Bachelor’s Degree
T2	Female	31–40	12 Years	Grade 6	Master’s Units
T3	Male	21–30	5 Years	Grade 4	Bachelor’s Degree
T4	Female	41–50	18 Years	Grade 2	MAEd Graduate
T5	Female	51–60	28 Years	Grade 3	MAEd Graduate

Respondent Code	Gender	Age Range	Years of Experience	Grade Level Handled	Highest Educational Attainment
T6	Female	21–30	2 Years	Grade 5	Bachelor’s Degree
T7	Male	31–40	10 Years	Grade 4	Master’s Units
T8	Female	41–50	15 Years	Grade 1	MAEd Graduate

III. Results and Discussion

Analysis of Classroom Management Practices

The findings of this study reveal a nuanced landscape of classroom management at Pao Elementary School. While teachers demonstrate strong proficiency in Disciplinary Interventions and Teacher-Student Relationships, there are notable gaps in student-centered rule-making and teacher self-reflection.

1. The Strengths: Discipline and Connection

The highest levels of practice were observed in Disciplinary Interventions (WM=3.84) and Teacher-Student Relationships (WM=3.71).

Proactive Discipline: The "Great Extent" rating for praising desirable behavior (4.34) suggests that teachers are utilizing positive reinforcement. This aligns with modern pedagogical shifts away from purely punitive measures toward a "nurturing" classroom climate.

Relational Authority: Teachers prioritize a "friendly and positive attitude" (4.41). This supports Mastul’s (2017) assertion that academic achievement is inextricably linked to the quality of the teacher-student bond. By establishing rapport, teachers create a foundation of trust that simplifies the enforcement of rules.

2. The Implementation Gap: Rules and Mental Set

Despite the high value placed on relationships, Rules and Procedures (WM=3.48) and Mental Set (WM=3.16) were practiced only to a "Moderate Extent."

Lack of Student Agency: A critical finding is the "Slight Extent" (2.25) to which students are involved in designing rules. Current educational models, such as the Montessori or Finnish approaches, emphasize that student buy-in is significantly higher when they participate in the democratic creation of their learning environment. The current top-down approach at Pao Elementary may be a contributing factor to the "Highly Serious" problems of disobedience noted in Table 2.

The Reflective Practice Deficit: The lowest weighted mean in the entire study was for "writing reflections at the end of the day" (2.25). This suggests that while teachers are active

managers, they may lack the time or training for reflective teaching. Without regular reflection, teachers are more susceptible to the "impulsivity" in decision-making reported as a "Very Serious" problem (4.09) in Table 2.

Synthesis of Problems Encountered

The data presents a paradox: teachers report practicing management to a "Great Extent," yet they face "Highly Serious" challenges regarding student inattentiveness (4.78) and disobedience (4.62).

Environmental and Digital Stressors: The "Highly Serious" rating for inattentiveness is attributed to both internal factors (overcrowded classrooms, 4.34) and external factors (cell phone usage). This confirms Obispo's (2021) theory that disruptive behavior is often a symptom of boredom or environmental discomfort rather than innate defiance.

The Consistency Conflict: While teachers report "applying consequences" to a great extent (3.94), they also report that "behaviors remain uncontrollable despite clear consequences" (4.56). This discrepancy suggests that the consequences being used may not be effectively addressing the root causes of misbehavior—potentially due to the lack of student involvement in the initial rule-setting phase.

IV. Conclusion

The study reveals a significant divergence: while teachers excel in building individual rapport, they struggle with the **systemic** and **participatory** frameworks required for modern classrooms. The lower scores in "Rules and Procedures" and "Mental Set" suggest that teachers rely heavily on personality-driven management rather than structured, predictable systems.

● 1. Contextual and Cultural Factors

The analysis indicates that teacher behavior is deeply influenced by the **Philippine socio-cultural context**, where "relational" management (valuing *pakikipag-kapwa* or harmonious relationships) often takes precedence over "systemic" discipline.

The Traditional Paradigm: There is a cultural expectation of the teacher as the sole authority figure. However, the high incidence of inattentiveness suggests that this "top-down" model is failing to compete with modern distractions.

Environmental Stressors: The physical constraint of overcrowded classrooms in rural or suburban settings like Tarlac creates a "high-pressure" environment. When physical space is limited, the "Mental Set" of a teacher is more easily taxed, leading to reactive rather than proactive discipline.

● **2. Strategic Shifts for Enhanced Efficacy**

To transition from "Moderate" to "Full Extent" efficacy, the following pedagogical shifts are required:

Collaborative Governance: Shifting from "Rules for Students" to "Rules with Students." Involving learners in the rule-making process increases psychological ownership and reduces the "disobedience" noted in the findings.

Reflective Practice: Teachers must be provided with "debriefing" windows. Impulsive disciplinary actions are often a result of cognitive fatigue; structured reflection allows teachers to analyze incidents and apply more consistent, non-punitive interventions.

● **Practical Implications for Stakeholders**

The findings of this study extend beyond the classroom and necessitate action from higher administrative levels to ensure sustainability.

Stakeholder	Practical Implications & Recommendations
School Administrators	Move beyond "monitoring" to "mentoring." Prioritize INSET (In-Service Training) specifically on Environmental Adaptation and managing high-density classrooms to reduce teacher burnout.
District Policy Makers	Re-evaluate teacher-to-student ratios. The study suggests that even the best "relational" managers are hampered by physical classroom constraints that policy must address through infrastructure or modular scheduling.
Curriculum Developers	Integrate "Social-Emotional Learning" (SEL) into the daily routine. Policy should mandate time for Collaborative Governance activities, ensuring that rule-setting is recognized as a valid instructional activity, not just an administrative one.
Teachers	Adopt Reflective Practice logs. By documenting the "triggers" of student restlessness, teachers can move from traditional reactive discipline to a more clinical, data-driven approach to classroom behavior.

The study concludes that while teachers at Pao Elementary School maintain a moderately high level of classroom management, their approach is primarily defined by a "relational-reactive" model rather than a "participatory-proactive" one. While the high proficiency in teacher-student relationships and disciplinary interventions demonstrates a strong foundation of rapport and dedication, the significant deficit in reflective practices and student involvement in rule-making suggests a critical gap in systemic management. This disconnect is highlighted by the persistence of "Highly Serious" behavioral challenges, such as student inattentiveness and disobedience, despite the teachers' active efforts. Ultimately, these findings signify that traditional, top-down authority is insufficient in the face of modern distractions and environmental stressors like overcrowding. The research underscores the urgent relevance of transitioning toward collaborative governance—where students are empowered to co-create classroom norms—and prioritizing the "mental set" of teachers to foster the emotional resilience and objectivity needed to handle complex

behavioral issues. Consequently, the proposed action plan serves as a vital roadmap for moving beyond mere compliance toward a more sustainable and holistic learning environment.

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