

Classroom Management Strategies of Teachers in Selected Public Elementary Schools

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Abstract

This study determined the extent of utilization of classroom management strategies among teachers in selected public elementary schools in Morong District, Division of Rizal, during School Year 2025–2026. Using a descriptive survey research design, data were gathered from a total population of 195 public elementary school teachers from Bombongan, Calero-Lanang, Caniogan, Lagundi, Maybancal, Talaga, Timoteo A. Reyes Memorial, and Tomas Claudio Memorial Elementary Schools. Respondents were profiled in terms of age, sex, civil status, educational attainment, length of service, position title, and in-service trainings attended. A researcher-made questionnaire checklist was used to assess the extent of utilization of classroom management strategies in terms of motivational, instructional, and evaluative strategies. Documentary analysis of teachers' Individual Performance Commitment and Review (IPCR) was also conducted to determine their level of work performance. Findings revealed that most respondents were 36–39 years old, female, married, Bachelor's degree holders, with 10–14 years of teaching experience, holding Teacher I positions, and having attended school-based in-service trainings. Teachers consistently utilized classroom management strategies across motivational, instructional, and evaluative domains. No significant differences were found in the extent of utilization when grouped according to age, sex, civil status, position title, length of service, and in-service trainings; however, educational attainment showed a significant difference. Teachers were rated as very satisfactory in their work performance, with no significant relationship between the extent of utilization of classroom management strategies and performance levels. The study concludes that demographic factors such as age, sex, civil status, position, length of service, and training are not predictors of classroom management strategy utilization, while educational attainment is a significant predictor. Furthermore, classroom management strategies are not determinants of teachers' performance. It is recommended that administrators promote higher education, strengthen professional development programs, and provide continuous support to enhance classroom management practices.

Keywords: Classroom Management, Teaching Strategies, Teacher Performance, Public Elementary Schools, Educational Attainment

Introduction

Education is a continuous and evolving process that responds to the changing demands of society. In contemporary times, education is no longer viewed merely as a means of transmitting knowledge, skills, and values, but also as a vital instrument for achieving global competitiveness and lifelong learning. Educational institutions are therefore tasked with equipping learners with competencies that enable them to become productive and self-reliant individuals in a dynamic and technology-driven world. In this regard, the role of teachers becomes central, as they serve as the primary facilitators of learning and key contributors to the quality of education.

In the Philippines, the significance of education and teacher development is emphasized in the 1987 Philippine Constitution, Article XIV, Sections 4 and 5, which mandate the State to prioritize education and support the professional advancement of teachers. This legal provision underscores the need to provide teachers with adequate opportunities for growth, development, and job satisfaction to ensure effective teaching and improved learner outcomes. Similarly, the Department of Education (DepEd) through Memorandum No. 050, s. 2020 highlights the importance of continuous professional development to enhance teachers' competencies and ultimately improve learning outcomes.

Teachers play multifaceted roles in the learning environment. They act as facilitators, mentors, evaluators, and even counselors, all of which require not only content mastery but also effective classroom management strategies. These strategies—such as motivational, instructional, and evaluative approaches—are essential in maintaining order, promoting engagement, and enhancing students' learning experiences. Classroom management is therefore a critical component of effective teaching, as it directly influences both student behavior and academic performance.

Several foreign studies have examined factors related to teacher effectiveness and classroom dynamics. For instance, Brady emphasized the importance of teacher values in fostering meaningful teacher-student relationships and effective pedagogy. Likewise, Akbari found that teaching style, teacher efficacy, and reflectivity significantly influence student achievement, highlighting the role of teacher-related variables in learning outcomes. Meanwhile, Reeves identified key dimensions of teacher effectiveness, including rapport, communication, and instructional style, which are critical in shaping classroom experiences. Additionally, Blazar demonstrated that teachers significantly affect both academic and non-cognitive outcomes of students, reinforcing the multidimensional nature of teaching effectiveness.

Local studies also provide relevant insights. Padua found that teachers in Rizal are highly competent and perform satisfactorily, though no significant relationship exists between competencies and performance. Similarly, Tamondong revealed that instructional competencies of teachers are not significantly influenced by demographic factors but can affect student performance in certain aspects. Furthermore, Añis showed that teachers possess high levels of skills and competencies, yet these do not necessarily predict work performance. Studies by Aclan and Yara further highlight the importance of pedagogical knowledge, attitudes, and motivation in influencing teaching effectiveness and learner outcomes.

Despite the wealth of literature on teacher competencies, instructional practices, and performance, there remains a research gap in terms of examining the extent of utilization of specific classroom management strategies—particularly motivational, instructional, and evaluative strategies—and their relationship with teacher performance in selected public elementary schools in Morong District, Division of Rizal. Most previous studies focused on competencies, teaching styles, or performance in general, but limited attention has been given to the integrated assessment of classroom management strategies and their direct implications on teachers' work performance.

Hence, this study seeks to address this gap by determining the extent of utilization of classroom management strategies among teachers and examining their relationship with work performance. The findings of this study aim to provide valuable insights that may serve as a basis for enhancing professional development programs and improving classroom practices, ultimately contributing to the delivery of quality education.

Material and methods

2.1 Research Design

The study used the descriptive method of research specifically, the survey design

2.2 Locale of the Study

The study was conducted in selected public elementary schools in Morong District, Division of Rizal. These schools include Bombongan Elementary School, Calero-Lanang Elementary School, Caniogan Elementary School, Lagundi Elementary School, Maybancal Elementary School, Talaga Elementary School, Timoteo A. Reyes Memorial Elementary School, and Tomas Claudio Memorial Elementary School. The schools offer complete education from kindergarten to grade six.

2.3 Respondents of the Study

The respondents of the study were the total population of teachers in selected public elementary schools. These consist of 195 teachers. They were described in terms of age, sex, civil status, educational attainment, length of service, position title, and in-service trainings attended.

2.4 Sample and Sampling Procedure

The study employed a total population sampling technique, wherein all 195 teachers from the selected public elementary schools were included as respondents. This approach was used to ensure that the entire population was adequately represented, thereby providing a comprehensive and accurate assessment of the variables under investigation. The respondents were described in terms of their age, sex, civil status, educational attainment, length of service, position title, and in-service trainings attended. By including the full population, the study aimed to eliminate sampling bias and capture the diverse characteristics of the teachers, which are essential in understanding their profiles in relation to the variables being studied. This sampling procedure allowed the researcher to gather complete and reliable data that reflect the actual conditions and characteristics of the target population.

2.5 Research Instrument

The study utilized a researcher-made questionnaire-checklist as the primary instrument in gathering the necessary data. The instrument consisted of two parts: Part I focused on the profile of the teacher-respondents, including age, sex, civil status, educational attainment, length of service, position title, and in-service trainings attended, while Part II assessed the extent of utilization of classroom management strategies in terms of motivational, instructional, and evaluative strategies.

Responses were measured using a five-point Likert scale with corresponding verbal interpretations ranging from “Never (Least Utilized)” to “Always (Very Much Utilized).” In addition, documentary analysis was employed to determine teachers’ work performance based on their Individual Performance Commitment and Review (IPCR) ratings, which were interpreted from “Not Satisfactory” to “Outstanding.” To ensure the validity of the instrument, it underwent content validation through the review and evaluation of experts in the field, including the thesis adviser, dean, statistician, principal, master teacher, and professorial lecturer, whose comments and suggestions were incorporated to improve and finalize the questionnaire.

2.6 Data Gathering Procedure

The study followed the Gantt Chart of Activities in the conduct of the study. This included the formulation of the research problem up to the revision of the manuscript and submission of the final copy. The instrument was content-validated first. Afterwards, permission to conduct the study was obtained from the Office of the Schools Division Superintendent. After seeking permission, the questionnaire-checklist was administered to the respondents using Google Survey Forms. The researcher was also guided by the Data Privacy Act. After retrieval, the data were encoded and processed using the Statistical Package for the Social Sciences (SPSS). Data were analyzed and interpreted based on the sub-problems. A summary of findings, conclusions, and recommendations were formulated. After the oral defense, the manuscript was revised considering the comments and suggestions of the Oral Examination Committee. The manuscript was also subjected to the anti-plagiarism process at the Statistical Center. After finalization, hardbound copies were submitted to the office of the Graduate Studies Program and other relevant offices.

2.7 Data Analysis Techniques

The study employed various statistical tools to analyze and interpret the data gathered. Frequency, percentage, and rank distribution were used to describe the profile of the teacher-respondents in terms of their demographic characteristics. To determine the extent of utilization of classroom management strategies in terms of motivational, instructional, and evaluative aspects, the weighted mean was utilized. One-way analysis of variance (ANOVA) was applied to examine the significant differences in the extent of utilization of classroom management strategies when respondents were grouped according to their profile variables. Furthermore, the level of teachers’ work performance, as reflected in their Performance Evaluation Form, was analyzed using frequency, percentage, mean, and standard deviation. Lastly, correlation analysis was employed to determine the significant relationship between the extent of utilization of classroom management strategies and the level of work performance of teachers, providing a comprehensive understanding of how these variables are associated with one another.

2.8 Ethical Considerations

This study strictly adhered to ethical standards in the conduct of research. Prior to data collection, permission was sought from the school authorities and concerned officials to ensure proper coordination and approval. The respondents were informed about the purpose of the study, and their participation was entirely voluntary. Informed consent was obtained, assuring them that they could withdraw from the study at any time without any consequences. Confidentiality and anonymity of the respondents were strictly maintained by not disclosing their identities and ensuring that all collected data were used solely for academic purposes. Additionally, the researcher ensured that no harm, discomfort, or bias would affect the participants throughout the process. All information gathered was treated with utmost respect and integrity, and results were presented honestly and objectively.

Results and Discussion

3.1 Profile of the Two Groups of Respondents in Terms of the Selected Variables

The results presented in Table 2 show that most of the respondents are 36–39 years old (41.0%), while the least are 56 years old and above (1.0%). In terms of sex, the majority are female (67.2%) and the minority are male (32.8%). As to civil status, most are married (66.1%), followed by single (23.6%), widowed (9.7%), and separated (0.5%). With regard to educational attainment, the majority are Bachelor’s degree holders (56.4%), while only a few have reached the Doctorate level (3.6%). In terms of length of service, most respondents have 10–14 years of teaching experience (39.0%), while the least have 20–24 years (3.6%). For position title, most are Teacher I (43.0%), followed by Teacher II (33.8%), Teacher III (21.0%), and Officer-in-Charge (2.1%). In terms of in-service trainings attended, the majority have participated in school-level trainings (43.1%), while only a small percentage have attended national-level trainings (1.5%). Overall, the data indicate that the respondents are predominantly mid-career, female, married, Bachelor’s degree holders, and mostly occupy entry-level teaching positions, with limited exposure to higher-level professional development.

Table 1.1
*Frequency and Percentage Distribution of the Respondents
in Terms of Selected Variables*

Profile	Frequency	Percentage	Rank
Age			
56 years old and above	2	1.0	6
50 – 55 years old	3	1.5	5
46 – 49 years old	15	7.7	4
40 – 45 years old	67	34.4	2
36 – 39 years old	80	41.0	1
30 – 35 years old	28	14.4	3
Total	195	100.0	
Sex			
Male	64	32.8	2
Female	131	67.2	1
Total	195	100.0	
Civil Status			
Single	46	23.6	2
Married	129	66.1	1
Widow/ Widowed	19	9.7	3
Separated	1	.5	4
Total	195	100.0	
Educational Attainment			
Doctorate Degree	7	3.6	5
with Doctorate units	15	7.7	4
Master's Degree	24	12.3	3
With MA units	39	20.0	2
Bachelor's Degree	110	56.4	1
Total	195	100.0	
Length of Service			
25 years and above	17	8.7	4
20 – 24years	7	3.6	5
15 – 19 years	37	19.0	3
10 – 14 years	76	39.0	1
5 – 9 years	58	29.7	2
Total	195	100.0	
Position Title			
Office In Charge	4	2.1	4
Teacher III	41	21.0	3
Teacher II	66	33.8	2
Teacher I	84	43.0	1
Total	195	100.0	
In-Service Trainings Attended			
International Level	16	8.2	4
National Level	3	1.5	6
Regional Level	7	3.6	5
Division Level	28	14.4	3
District Level	57	29.2	2
School Level	84	43.1	1
Total	195	100.0	

3.2 Extent of Utilization of Classroom Management Strategies of Teachers as Perceived by Themselves with Respect to Motivational Strategy, Instructional Strategy and Evaluative Strategy

As shown in the composite table, the overall mean of 4.51 indicates that classroom management strategies are Always (Very Much Utilized) as perceived by the teachers. Among the indicators, the Evaluative Strategy ranks first with a mean of 4.57, followed by the Motivational Strategy with a mean of 4.52, while the Instructional Strategy ranks last with a mean of 4.43; however, all aspects are still interpreted as “Always” or “Often” utilized. This suggests that teachers consistently apply classroom management strategies, particularly evaluative practices such as formative and summative assessments,

feedback, and monitoring of learners' progress, which help guide instructional decisions. Motivational strategies are also highly utilized, as teachers employ praise, engaging activities, and individualized support to enhance pupil participation and confidence. Meanwhile, instructional strategies, although slightly lower in rank, are still effectively practiced through the use of varied teaching approaches, clear instructions, visual aids, and well-prepared lesson plans to facilitate learning. These findings imply that the consistent use of motivational, instructional, and evaluative strategies contributes to a supportive and effective learning environment that enhances student engagement, classroom order, and academic success. Furthermore, this aligns with the findings of Johnson, who emphasized that strong teacher-student relationships, effective use of instructional materials, and smooth transitions between activities are essential components of effective classroom management.

Table 2

Extent of Utilization of Classroom Management Strategies of Teachers as Perceived by Themselves with Respect to Motivational Strategy, Instructional Strategy and Evaluative Strategy

Aspects	Overall Mean	Verbal Interpretation	Rank
Motivational Strategy	4.52	Always (Very Much Utilized)	2
Instructional Strategy	4.43	Often (Much Utilized)	3
Evaluative Strategy	4.57	Always (Very Much Utilized)	1
Composite Mean	4.51	Always (Very Much Utilized)	

3.3 Significant Difference on the Extent of Utilization of Classroom Management Strategies of Teachers as Perceived by Themselves with Respect to the Cited Aspects in Terms of Their Profile

The table reveals that the p-values for age, sex, civil status, position title, length of service, and in-service trainings attended are all greater than the 0.05 level of significance across the different aspects of classroom management strategies, leading to the failure to reject the null hypothesis, which states that there is no significant difference in the extent of utilization of classroom management strategies in terms of these profile variables. However, when respondents are grouped according to educational attainment, the p-values obtained are less than 0.05, resulting in the rejection of the null hypothesis and indicating a significant difference. These findings suggest that demographic variables such as age, sex, civil status, position title, length of service, and in-service trainings attended do not significantly influence teachers' perceptions on the utilization of motivational, instructional, and evaluative strategies. This implies that the application of classroom management strategies is consistently practiced among teachers regardless of their personal characteristics, reflecting a shared and standardized approach in classroom management. On the other hand, educational attainment emerges as a significant factor, implying that teachers with higher academic qualifications may have greater knowledge, improved pedagogical skills, and enhanced professional competencies that influence their use of classroom management strategies. These findings are consistent with the studies of Tamondong and Añis, which similarly found that variables such as age, sex, civil status, position, and length of service are not significant determinants of instructional competencies and work performance.

Table 3

Significant Difference on the Extent of Utilization of Classroom Management Strategies of Teachers as Perceived by Themselves with Respect to the Cited Aspects in Terms of Their Profile

Profile	f-value	p-value	Decision	Verbal Interpretation
Age				
Motivational Strategy	1.124	.512	Accepted	Not Significant
Instructional Strategy	.874	.500	Accepted	Not Significant
Evaluative Strategy	1.864	.103	Accepted	Not Significant
Sex				
Motivational Strategy	1.996	.159	Accepted	Not Significant
Instructional Strategy	2.087	.150	Accepted	Not Significant
Evaluative Strategy	1.836	.177	Accepted	Not Significant
Civil Status				
Motivational Strategy	1.357	.251	Accepted	Not Significant
Instructional Strategy	1.267	.284	Accepted	Not Significant
Evaluative Strategy	2.146	.077	Accepted	Not Significant
Educational Attainment				

Motivational Strategy	3.912	.004	Rejected	Significant
Instructional Strategy	3.049	.018	Rejected	Significant
Evaluative Strategy	5.646	.000	Rejected	Significant
Length of Service				
Motivational Strategy	1.097	.360	Accepted	Not Significant
Instructional Strategy	1.193	.315	Accepted	Not Significant
Evaluative Strategy	1.113	3.124	Accepted	Not Significant
Position Title				
Motivational Strategy	2.036	.091	Accepted	Not Significant
Instructional Strategy	.822	.513	Accepted	Not Significant
Evaluative Strategy	1.154	.338	Accepted	Not Significant
In-service Trainings Attended				
Motivational Strategy	1.873	.101	Accepted	Not Significant
Instructional Strategy	1.031	.397	Accepted	Not Significant
Evaluative Strategy	2.026	.077	Accepted	Not Significant

3.4 Level of Work Performance of the Respondents as Revealed by their Individual Performance Commitment and Review (IPCR)

The table reveals that most of the teachers have an Outstanding performance rating at 76.4%, while 23.6% are rated as Very Satisfactory. The computed mean rating is 4.319, interpreted as Very Satisfactory, with a standard deviation of 0.2375, indicating that the teachers' performance ratings are closely clustered around the mean and demonstrating consistency in their work performance. These findings suggest that the majority of teachers are performing at a high level, showing competence, dedication, and professionalism in the discharge of their duties. Such high performance may be attributed to the effective utilization of classroom management strategies, including motivational, instructional, and evaluative approaches, which help maintain classroom discipline, enhance pupil engagement, and support effective teaching and learning. Through the consistent use of positive reinforcement, interactive teaching methods, clear instructions, timely feedback, and appropriate assessment strategies, teachers are able to deliver lessons effectively, monitor learner progress, and foster a positive learning environment. The findings further imply that the strong and consistent application of classroom management strategies contributes significantly to improved teacher performance, as it enhances teachers' confidence, motivation, and ability to address diverse learner needs. Consequently, this leads to better instructional delivery, professional growth, and improved student learning outcomes. Moreover, sustaining and strengthening these practices is essential in maintaining and further improving the quality of education in public elementary schools. This finding is consistent with the views of Manuel and Landicho, who emphasized that effective teaching requires mastery of subject matter, proper planning and organization, and the demonstration of positive professional attitudes.

Table 4

Level of Work Performance of the Respondents as Revealed by their Individual Performance Commitment and Review (IPCR)

Adjectival Rating	Numerical Point	Frequency	Percent	Rank
Outstanding	4.51 – 5.00	149	76.4	1
Very Satisfactory	3.51 – 4.50	46	23.6	2
Satisfactory	2.51 - 3.50	-	-	-
Unsatisfactory	1.51 - 2.50	-	-	-
Poor	1.50 and below	-	-	-
Total		195	100.0	
Highest Rating			4.77	
Lowest Rating			3.99	
Mean Rating			4.319 (VS)	
Standard Deviation			.2375	

3.5 Significant Relationship Between the Extent of Utilization of Classroom Management Strategies of Teachers and Their Level of Work Performance of Teachers in Public Elementary Schools

It is reflected in the table that the p-values for the relationship between the extent of utilization of classroom management strategies—specifically motivational, instructional, and evaluative strategies—and the level of work performance of teachers are all greater than the 0.05 level of significance. Hence, the null hypothesis is accepted, indicating that there is no significant relationship between the extent of utilization of classroom management strategies and the level of work performance of teachers in public elementary schools. The findings reveal that although teachers consistently utilize classroom management strategies, these do not show a statistically significant correlation with their work performance as

measured through the Individual Performance Commitment and Review (IPCR). This suggests that teachers' high performance ratings may be influenced by other factors such as school policies, administrative support, professional experience, workload, and intrinsic motivation, rather than solely by their use of classroom management strategies. In other words, while effective classroom management contributes to teaching effectiveness, it does not necessarily predict formal performance ratings in this context. The findings imply that enhancing classroom management practices alone may not be sufficient to improve teachers' work performance, and that other factors such as professional development opportunities, mentoring, availability of instructional resources, and institutional support should also be considered. This further suggests that a holistic approach is necessary to sustain high levels of teacher performance and ensure quality education. This finding is in line with the study of Blazar, which emphasized that teacher practices, including classroom organization and pedagogical skills, influence student outcomes and overall teaching effectiveness, though not all dimensions of performance are directly and equally affected.

Table 5

Significant Relationship Between the Extent of Utilization of Classroom Management Strategies of Teachers and Their Level of Work Performance of Teachers in Public Elementary Schools

Level of Work Performance of Teachers in Private Elementary Schools					
Variables		r-value	p-value	Ho	Verbal Interpretation
Level of Work Performance	Motivational Strategy	.070	.329	Accepted	Not Significant
	Instructional Strategy	.138	.055	Accepted	Not Significant
	Evaluative Strategy	.029	.683	Accepted	Not Significant

Conclusion & Recommendations

Based on the findings of the study, it was concluded that teachers' demographic and professional profiles such as age, sex, civil status, position title, length of service, and in-service trainings attended are not predictors of their perception regarding the extent of utilization of classroom management strategies. However, educational attainment emerged as a significant predictor, indicating that higher levels of education may enhance teachers' awareness and application of effective classroom management practices. Furthermore, classroom management strategies in terms of motivational, instructional, and evaluative approaches were found not to be determinants of teachers' work performance. This implies that while these strategies are essential in the teaching process, they do not directly influence the formal performance ratings of teachers.

In light of these findings, it is recommended that school administrators encourage teachers to pursue higher education and relevant certifications to strengthen their capacity in utilizing classroom management strategies effectively. Continuous professional development programs, including training and workshops, should also be provided to enhance teachers' skills in motivation, instruction, and evaluation. Additionally, administrators should offer consistent support, feedback, and recognition to promote a positive teaching environment. Teachers are likewise encouraged to engage in peer collaboration, mentoring, and reflective practices to improve their classroom management techniques and teaching effectiveness. Further research is also recommended to explore other variables that may influence teacher performance, and the proposed action plan should be implemented to support continuous improvement in educational practices.

Compliance with ethical standards

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