

Classroom-Based Management Approaches and Their Perceived Level of Effectiveness

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Abstract

This study determined the classroom-based management approaches and their perceived effectiveness among public elementary school teachers and school heads in Libon East District, Schools Division of Albay during School Year 2025–2026. Anchored on Assertive Discipline Theory, Classroom Management Theory, Self-Efficacy Theory, and the Positive Learning Environment Theory, the study examined classroom-based management approaches in terms of opening the classroom door, redesigning classroom approaches, enhancing and personalizing professional development, curriculum enrichment and adjustment programs, and classroom and school-wide approaches. A descriptive-evaluative research design was employed. Data were collected using a researcher-made questionnaire supplemented by documentary analysis, interviews, library research, and internet-based sources. The respondents consisted of 50 public elementary school teachers and 22 school heads selected through stratified random sampling. The findings revealed that most teachers were female, within their prime working age, had earned master's degree units, attended relevant professional trainings, possessed considerable teaching experience, and obtained satisfactory to very satisfactory performance ratings. Classroom-based management approaches were generally perceived as effective, with enhancing and personalizing professional development receiving the highest rating. Significant relationships were found between perceived effectiveness and teachers' highest educational attainment, relevant trainings attended, length of service, and performance rating, while age and sex showed no significant relationship. There was likewise no significant difference between the perceptions of teachers and school heads regarding the effectiveness of classroom-based management approaches. Based on the findings, intervention activities were developed to further strengthen classroom-based management practices. This study supports Sustainable Development Goal (SDG) 4: Quality Education by promoting effective classroom management practices that enhance teaching and learning processes and foster inclusive and supportive learning environments. It also aligns with SDG 16: Peace, Justice and Strong Institutions through the promotion of safe, orderly, and positive school environments. The study contributes to educational and institutional sustainability by supporting continuous professional development, effective instructional practices, and improved school management systems that promote long-term learner success.

Keywords: Classroom-Based Management, Classroom and School-Wide Approaches, Curriculum Enrichment and Adjustment Programs, Educational Attainment, Professional Development, Public Elementary School Teachers, Self-Efficacy

1. Introduction

Classroom-based management is a vital component of effective teaching and learning. It promotes a structured, safe, inclusive, and learner-centered environment where learners can actively participate and achieve desired educational outcomes. Guided by national educational policies and standards, teachers are expected to implement classroom management approaches that foster discipline, engagement, and positive learner behavior while addressing the diverse needs of learners. Despite existing policies and frameworks, teachers continue to encounter challenges in managing increasingly diverse classrooms, making it necessary to examine the effectiveness of classroom-based management approaches in actual school settings.

1.1 Classroom-Based Management Approaches in Public Elementary Schools

Classroom management involves the strategies, routines, and practices that teachers employ to create an organized and productive learning environment. It supports the Department of Education's commitment to providing quality, equitable, relevant, and inclusive education for all learners. National policies such as Republic Act No. 10533, Republic Act No. 9155, Republic Act No. 10627, DepEd Order No. 40, s. 2012, DepEd Order No. 42, s. 2017, and DepEd Order No. 5, s. 2024 emphasize the importance of maintaining safe, supportive, and learner-centered classrooms that promote positive behavior and maximize instructional time. However, managing diverse learners with varying abilities, behaviors, and learning needs remains a challenge. Teachers are expected to balance instructional delivery, learner engagement, and behavior management while ensuring that learning remains meaningful and inclusive. These realities highlight the need to

examine classroom-based management approaches and their perceived effectiveness in promoting positive learning outcomes.

1.2 Themes and Insights from Classroom-Based Management Literature

Recent literature highlights classroom management as a multidimensional process that extends beyond discipline and control. Martin (2021) emphasized culturally responsive classroom management that promotes community, mutual respect, and inclusive learning environments. Similarly, Quadir and Yang (2024) demonstrated that interactive classroom practices improve learner engagement and academic performance in blended learning environments. Studies further revealed the importance of professional support and teacher development in strengthening classroom management practices. Defouw et al. (2024) found that enhanced consultation models improved teachers' behavior management skills, while Moore et al. (2024) highlighted the value of professional development and administrative support in implementing effective classroom and behavior management strategies. Technology-supported classroom management has also gained attention. Chiu and Tseng (2021) demonstrated that artificial intelligence systems can help monitor learner engagement and attentiveness, while Fedorova (2025) and Llamas et al. (2025) reported that technology-enhanced instructional approaches can improve learner participation and classroom interaction. Research likewise emphasizes learner-centered and inclusive approaches. Lehner and Johnson (2022) advocated distributive classroom management that encourages learner participation and shared responsibility, while Sanchez (2023) highlighted the challenges and strategies associated with managing inclusive classrooms. Sprick et al. (2020), Kijowski (2022), Burke (2022), and Wilkins et al. (2021) underscored the effectiveness of positive behavior support, social-emotional learning, positive reinforcement, and supportive teacher-learner relationships in fostering productive learning environments. Teacher efficacy also emerged as a critical factor in classroom management effectiveness. Pradna et al. (2024), Golubtchick (2024), Malinen and Savolainen (2024), and Sumastre (2025) found that teachers' confidence in managing classrooms positively influences learner behavior, engagement, and academic participation.

1.3 Local, National, and Global Context of Classroom-Based Management

Globally, classroom management studies have focused on behavioral support systems, learner engagement, technology integration, teacher self-efficacy, inclusive education, and positive learning environments. Studies by Hofman (2023), Saenz et al. (2024), George and Babu (2025), Liu et al. (2023), Moon et al. (2022), and Maldonado et al. (2024) consistently demonstrated that structured and proactive classroom management contributes to improved learner behavior and academic outcomes. At the national level, studies conducted in the Philippines revealed similar findings. Magulod (2019), Gabriz and Mackie (2023), Garcia (2025), Grabada and Oco (2024), Empuesto (2024), Bermudez and Abejuela (2020), Ganaban (2023), Pantaleon et al. (2024), and Acosta and Canedo (2025) emphasized that effective classroom management is closely associated with teacher competence, professional development, instructional effectiveness, learner engagement, and positive academic outcomes. These local and international studies collectively affirm the importance of effective classroom-based management in addressing contemporary educational challenges and ensuring quality learning experiences for diverse learners.

1.4 Theoretical and Conceptual Foundations of Classroom-Based Management

This study is anchored on the Assertive Discipline Theory of Lee and Marlene Canter, Classroom Management Theory of Harry Wong and Rita Wong, and Self-Efficacy Theory of Albert Bandura as cited by Usher and Pajares. Assertive Discipline Theory emphasizes the establishment of clear expectations, consistent rules, and structured consequences to maintain an orderly learning environment. It advocates firm yet respectful teacher leadership that promotes positive learner behavior and academic participation. This perspective is strengthened by Letuma's (2024) Alternatives to Establishing a Conducive Learning Environment (AECLE) Model, which promotes proactive classroom management and teacher accountability in creating positive learning environments. Classroom Management Theory highlights the importance of routines, procedures, and consistency in preventing behavioral problems and maximizing instructional time. According to Wong, clearly established classroom systems encourage learner responsibility and active participation. This perspective is supported by Chow et al. (2024), who emphasized the value of consistent expectations and positive reinforcement across stakeholders. Self-Efficacy Theory explains that teachers' and learners' beliefs in their capabilities influence motivation, behavior, and performance. Teachers with high self-efficacy are more confident in implementing classroom management strategies, while learners with strong self-belief are more likely to participate positively in learning activities. Drawing from these theories, the study adopts the Positive Learning Environment (PLE) Theory, which integrates structured discipline, organized routines, and learner motivation. The theory posits that effective classroom management is achieved when clear expectations, consistent procedures, supportive relationships, and positive beliefs work together to create a safe, engaging, and productive learning environment.

1.5 Research Gap and Rationale

Previous studies have extensively examined classroom management strategies, behavior management approaches, teacher self-efficacy, inclusive education practices, and learner engagement across different educational settings. While these studies provide valuable insights into effective classroom management, variations exist in terms of respondents, contexts,

variables, and educational levels. Despite the growing body of literature, no study has specifically examined the classroom-based management approaches and their perceived level of effectiveness among public elementary school teachers and school heads in Libon East District, Schools Division of Albay for School Year 2025–2026. This gap necessitates an investigation of classroom-based management approaches across opening the classroom door, redesigning classroom approaches, enhancing and personalizing professional development, curriculum enrichment and adjustment programs, and classroom and school-wide approaches. The findings are expected to provide localized evidence that can guide intervention activities and strengthen classroom management practices within the district.

1.6 Alignment with Relevant Sustainable Development Goals (SDGs)

This study aligns primarily with SDG 4 – Quality Education by promoting effective classroom management practices that contribute to safe, inclusive, equitable, and quality learning environments. Effective classroom-based management supports learner engagement, positive behavior, and improved teaching and learning outcomes. The study also relates to SDG 16 – Peace, Justice and Strong Institutions, particularly in fostering safe, orderly, respectful, and supportive classroom environments that encourage positive relationships, discipline, and learner well-being within educational institutions.

1.7 Importance of the Study to Multidisciplinary Sustainability

The study contributes to educational sustainability by identifying effective classroom-based management approaches that can enhance instructional quality, learner engagement, and professional teaching practices. Findings may support continuous teacher development, evidence-based instructional supervision, and school improvement initiatives. The study also contributes to community and institutional sustainability by promoting positive school cultures, strengthening stakeholder participation, and supporting policies that improve learning environments. Through evidence-based intervention activities, the study may help schools sustain effective classroom practices that foster long-term learner success, teacher effectiveness, and institutional development.

2. Material and methods

2.1 Research Design

The study employed the descriptive-evaluative research design. This method was used to describe existing conditions, determine the nature of classroom-based management approaches, and evaluate their perceived effectiveness. Descriptive research enabled the collection and analysis of data regarding the current status of the variables under investigation and provided factual information necessary to answer the research questions. According to Kaur et al. (2019), descriptive research involves gathering data to answer questions concerning the current status of a phenomenon. The evaluative component allowed the researcher to assess outcomes and formulate appropriate intervention activities based on established criteria and standards. Bautista (2020) explained that evaluative research facilitates conclusions and recommendations for improvement. The design was considered appropriate in determining the classroom-based management approaches and their perceived effectiveness among public elementary school teachers and school heads.

2.2 Locale of the Study

The study was conducted in the public elementary schools of Libon East District, Schools Division of Albay during School Year 2025–2026. The district served as the research setting where classroom-based management approaches were examined based on the perceptions of teachers and school heads.

2.3 Respondents of the Study

The respondents consisted of fifty (50) public elementary school teachers and twenty-two (22) school heads from the elementary schools in Libon East District, Schools Division of Albay. These respondents provided the information necessary to determine the effectiveness of classroom-based management approaches implemented in their respective schools.

2.4 Sample and Sampling Procedure

The study utilized Slovin's Formula and stratified random sampling. Slovin's Formula was employed to determine the appropriate sample size from the total population of teachers using a margin of error of 0.10. After determining the required sample size, stratified random sampling was applied to ensure proportional representation of respondents from each school. The population was divided into strata based on schools, and respondents were selected proportionately from each group. This procedure helped minimize sampling bias and ensured that the sample adequately represented the diversity of the population.

2.5 Research Instrument

The primary instrument used in data collection was a researcher-made survey questionnaire checklist. This instrument was supplemented by documentary analysis, informal interviews, library research, and internet-based sources to strengthen the validity of the gathered information. Piccione (2018) supported the use of multiple research tools through triangulation,

emphasizing that data gathered from one source can be verified through another. According to McMillan (2017), questionnaires are effective tools for obtaining respondents' perceptions, attitudes, beliefs, values, and opinions. The questionnaire was developed after an extensive review of related literature and studies. Its construction followed the criteria suggested by Fox (2016), including clarity of language, specific context, singularity of purpose, linguistic completeness, grammatical consistency, freedom from assumptions, freedom from suggestions, and reasonable completion time. The initial draft of the questionnaire underwent expert review by the research adviser and the Dean of the Graduate School and Research. Suggestions and recommendations were incorporated before the conduct of a dry run. To ensure content clarity and suitability, the questionnaire was subjected to validation through pilot testing. The dry run assessed the clarity of instructions, language, duplication of ideas, and time required to complete the instrument. Necessary revisions were made based on validator feedback before final administration.

2.6 Data Gathering Procedure

The researcher secured permission from the Schools Division Office of Albay and the School District Supervisor of Libon East District before conducting the study. Upon approval, the researcher personally administered and retrieved the questionnaires from the respondents. To supplement survey data, library research was conducted using books, journals, theses, dissertations, and related scholarly materials. Relevant information was also gathered from online sources to provide additional support and background for the study. An unstructured interview was likewise conducted to obtain supplementary qualitative information. Informal conversations with participants provided additional insights that helped validate and enrich the interpretation of the survey results and contributed to the development of the proposed intervention activities.

2.7 Data Analysis Techniques

The collected data were organized, tabulated, analyzed, and interpreted using appropriate statistical tools. Frequency count and percentage were used to describe the profile of the respondents and determine the distribution of responses. These techniques summarized the frequency and proportion of characteristics and responses among participants. Weighted mean was utilized to determine the perceived level of effectiveness of classroom-based management approaches. The weighted mean values were interpreted using a five-point Likert scale. Mean scores ranging from 4.20–5.00 were interpreted as Very Much Effective; 3.40–4.19 as Much Effective; 2.60–3.39 as Moderately Effective; 1.80–2.59 as Fairly Effective; and 1.00–1.79 as Not Effective. The Chi-Square Test was employed to determine whether a significant relationship existed between the profile of public elementary school teachers and their perceived level of effectiveness regarding classroom-based management approaches. The decision was based on the 0.05 level of significance. A computed value equal to or greater than the critical value resulted in the rejection of the null hypothesis, while a lower computed value indicated no significant relationship. The Wilcoxon Rank-Sum Test was used to determine whether a significant difference existed between the responses of teachers and school heads regarding the effectiveness of classroom-based management approaches. This non-parametric test was selected because the responses came from two independent groups and did not require the assumption of normal distribution. The decision was likewise based on the 0.05 level of significance.

3. Results and Discussion

3.1 Profile of the Public Elementary School Teachers

3.1.1 Age

The majority of the teacher-respondents were between 30–39 years old (46%), followed by those aged 20–29 years (24%), 40–49 years (18%), and 50 years and above (12%). The results indicate that most respondents were in their early to mid-career stage, while only a small proportion belonged to the older age group. The findings suggest that the teaching workforce in Libon East District is relatively young. Younger teachers may bring adaptability and fresh perspectives, while older teachers contribute accumulated experience and practical wisdom in classroom management. Lagat (2021) found a relationship between teachers' age and classroom management skills, emphasizing that both youth and experience contribute differently to effective classroom practice.

3.1.2 Sex

Female teachers comprised the majority of respondents (72%), while male teachers accounted for only 28%. This indicates a predominance of female educators in the district. The result reflects the common trend in the Philippine teaching profession, where women dominate the workforce. Olvido et al. (2024) observed similar patterns in Philippine education. While Imran et al. (2024) emphasized the value of gender diversity, Bagum et al. (2024) found no significant gender differences in classroom effectiveness, suggesting that training, competence, and professional attributes remain stronger determinants of successful classroom management.

3.1.3 Highest Educational Attainment

Half of the respondents (50%) had earned master's degree units, 28% held only a bachelor's degree, and 22% had completed a master's degree. None possessed doctoral units or a doctorate degree. These findings indicate a strong interest among teachers in pursuing graduate education. The results suggest that many teachers are actively engaged in professional advancement through graduate studies. Santos and Reyes (2020) emphasized that continuous learning improves classroom management and instructional adaptability. Likewise, Villena (2021) and Bilbao and Corpuz (2020) stressed that graduate education strengthens professional competence and contributes to quality teaching and learning outcomes.

3.1.4 Relevant Trainings Attended

All respondents attended School-Level Learning Action Cell (LAC) sessions on classroom management. High participation was also reported in Child Protection Policy orientations, learner-centered teaching approaches, socio-emotional learning seminars, ICT integration, and differentiated instruction workshops. Participation was lower in national-level training programs and master classes for K–12 teachers. The findings demonstrate strong teacher engagement in professional development activities. Lizette Neng and Cheo (2022) found that attendance in seminars and training programs positively influences teacher performance. Similarly, Lang and Townsley (2021), Santos and Reyes (2020), and McGuire et al. (2023) emphasized that professional development enhances behavior management skills, confidence, and the ability to create productive learning environments.

3.1.5 Length of Service

Most respondents had between 7–9 years of teaching experience (34%), followed by those with 10 years and above (28%), 4–6 years (24%), and 1–3 years (14%). The data indicate that most teachers were already in the mid-career to experienced stage. The results suggest that teachers have already developed classroom routines, instructional confidence, and behavior management skills through experience. Kartini, Badariah and Ahamad (2022) reported that teachers with more teaching experience generally demonstrate stronger classroom management practices. Mariano and Regaspi (2021) and De Vera (2019) likewise noted that experience contributes to confidence, self-efficacy, and effective classroom interactions.

3.1.6 Performance Rating

Most teachers obtained a “Very Satisfactory” performance rating (54%), followed by “Outstanding” (36%) and “Satisfactory” (10%). No respondents received unsatisfactory ratings. These findings indicate generally high levels of professional performance among respondents. The ratings suggest that teachers consistently meet or exceed established standards. Elamparo and Rafanan (2023) similarly reported high teacher performance ratings. Brown (2021) emphasized that continuous feedback and support systems remain important in sustaining high levels of teaching effectiveness.

3.2 Perceived Level of Effectiveness of Classroom-Based Management Approaches

3.2.1 Opening the Classroom Door

The respondents perceived opening the classroom door as “Much Effective” overall (AWM = 4.11). The highest-rated practices involved establishing classroom rules and expectations with learners and parents, providing constructive feedback to parents, and maintaining organized displays of learner progress. Lower ratings were given to the provision of supplementary learning resources and the use of technology platforms for parent communication. The findings indicate that teachers effectively foster collaboration among learners, parents, and schools. Consistent communication and shared responsibility support positive learner behavior and engagement. Mendoza (2022) emphasized that caring teacher behaviors contribute significantly to positive school climates. The findings further support the principles of Assertive Discipline Theory, which highlights the importance of clearly communicated expectations and collaborative partnerships in maintaining classroom order.

3.2.2 Redesigning Classroom Approaches

Redesigning classroom approaches was rated “Much Effective” overall (AWM = 3.99). Flexible seating arrangements, varied instructional strategies, and clearly assigned group responsibilities received the highest ratings. Technology integration, self-regulation instruction, and organizational skill development received comparatively lower ratings. The results suggest that teachers successfully create learner-centered and inclusive learning environments. Flexible arrangements encourage collaboration, engagement, and participation. Jones (2020) highlighted the benefits of alternative seating arrangements in promoting learner confidence and cooperation. However, the lower ratings for technology integration and self-management instruction indicate areas requiring additional training, resources, and institutional support.

3.2.3 Enhancing and Personalizing Professional Development

This dimension received the highest overall rating and was perceived as “Very Much Effective” (AWM = 4.22). Teachers highly valued professional development programs based on actual classroom challenges, individualized support, positive teacher–learner relationship training, and practical demonstrations of classroom management strategies. The findings demonstrate the importance of professional learning in strengthening classroom management competencies. Fairman et al.

(2022) described professional development as the foundation of teacher growth, while Richardson et al. (2020) emphasized its role in sustaining professional improvement. Smith and Gillespie (2023) further noted that professional development equips teachers with effective management strategies and confidence in handling diverse classroom situations.

3.2.4 Curriculum Enrichment and Adjustment Programs

Curriculum enrichment and adjustment programs were rated “Much Effective” overall (AWM = 3.67). The highest-rated indicators involved integrating current events, local culture, and learner interests into instruction and integrating lessons across subject areas. Lower ratings were observed for remedial programs and learner-centered approaches that allow learners to choose topics, projects, or assessment methods. The findings indicate that contextualized and integrated instruction contributes positively to learner engagement and classroom management. When lessons are connected to learners’ experiences, participation and motivation increase. However, remedial programs and learner-choice approaches may be difficult to implement because of time constraints, large class sizes, workload demands, and learner readiness issues. Alvaro (2024) emphasized the need for teachers to strengthen classroom management competencies, while Arevalo and Risare (2025) highlighted the importance of contextualizing curriculum to improve learning experiences and classroom organization.

3.2.5 Classroom and School-Wide Approaches

Classroom and school-wide approaches were perceived as “Much Effective” overall (AWM = 4.13). The highest-rated practices included implementing Positive Behavioral Interventions and Supports (PBIS), reinforcing school-wide behavioral rules, and maintaining safe and organized classrooms. Lower ratings were recorded for the use of common behavior-management language and supporting learner self-regulation through calming spaces. The findings demonstrate the value of consistent school-wide practices in creating positive learning environments. Hernandez (2023) found that supportive learning environments significantly influence learner achievement and development. Likewise, Reyes and Abad (2024) emphasized the importance of collaboration among teachers in establishing consistent classroom management practices, while Quijano (2023) highlighted the role of positive teacher–learner relationships in promoting effective learning.

3.2.6 Summary of Classroom-Based Management Approaches

Among the five dimensions, Enhancing and Personalizing Professional Development obtained the highest rating (4.22) and was perceived as “Very Much Effective.” Classroom and School-Wide Approaches (4.13), Opening the Classroom Door (4.11), Redesigning Classroom Approaches (3.99), and Curriculum Enrichment and Adjustment Programs (3.67) were all rated “Much Effective.” The overall mean of 4.02 indicates that classroom-based management approaches were generally perceived as effective. The findings suggest that effective classroom management is strongly associated with professional growth, collaboration, adaptive instructional practices, and alignment between classroom and school-wide systems. Edutopia (2023) emphasized that effective management practices promote learner engagement, motivation, and academic success, while ineffective approaches may lead to disengagement and reduced achievement.

3.3 Relationship Between Teachers’ Profile and Perceived Effectiveness of Classroom-Based Management Approaches

The Chi-Square analysis revealed no significant relationship between age and sex and the perceived effectiveness of classroom-based management approaches. However, significant relationships were found between perceived effectiveness and highest educational attainment, relevant trainings attended, length of service, and performance rating across all dimensions of classroom-based management. The findings indicate that professional variables exert greater influence on classroom management effectiveness than demographic characteristics. Teachers with higher educational attainment, greater participation in professional development activities, longer teaching experience, and higher performance ratings tend to perceive classroom-based management approaches as more effective. Yala (2020) similarly found that educational qualifications and experience significantly influence teachers’ competence in classroom management. Ankomah, Koomson, Busn and Oduro (2021) further emphasized that professional qualities, training, and experience contribute substantially to teaching effectiveness. These findings reinforce the importance of continuous professional learning, experience-based development, and performance support systems in strengthening classroom-based management practices.

4. Conclusion and Recommendations

The study found that most public elementary school teachers in Libon East District were female, within their prime working age, had master's units, attended relevant trainings, possessed considerable teaching experience, and had satisfactory to very satisfactory performance ratings. The classroom-based management approaches in terms of opening the classroom door, redesigning classroom approaches, enhancing and personalizing professional development, curriculum enrichment and adjustment programs, and classroom and school-wide approaches were generally perceived as much effective. Age and sex were not significantly related to the perceived effectiveness of classroom-based management approaches, whereas highest educational attainment, relevant trainings attended, length of service, and performance rating showed significant

relationships. There was no significant difference between the perceptions of teachers and school heads regarding the effectiveness of classroom-based management approaches, and the developed intervention activities were considered beneficial in enhancing their utilization.

Teachers should pursue postgraduate studies and participate in specialized trainings to strengthen their knowledge, skills, and attitudes in classroom management. They should further improve classroom-based management through clear rules and routines, positive teacher-learner relationships, and proactive instructional practices. School heads, together with district and division officials, should provide adequate resources and support for professional development initiatives. The proposed intervention activities should also be adopted and implemented to improve classroom practices and address identified needs.

The study was limited to public elementary school teachers and school heads in Libon East District, Schools Division of Albay, during School Year 2025–2026. The investigation focused only on the perceived effectiveness of classroom-based management approaches in the identified dimensions and relied on the responses of the selected participants as the basis for analysis and interpretation.

Compliance with ethical standards

The author declares no conflict of interest. This study received no external funding and was conducted with the cooperation of public elementary school teachers and school heads in Libon East District, Schools Division of Albay. Participation was voluntary, informed consent was obtained from all respondents, and data were gathered through non-invasive survey procedures. The confidentiality and anonymity of participants were strictly maintained, and no identifying personal information was disclosed in the reporting of the findings.

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