



# Common Classroom Management Practices: Their Role in Maintaining Pupils' Discipline

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Abstract		Review Article
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This study examined the extent of practice of common classroom management practices and their relationship with pupils' discipline among Grade 6 teachers in public elementary schools in Diffun Districts I and II, Quirino Province, during School Year 2025–2026. In particular, the described study demographic profile of teachers in accordance with age, sex, civil status, highest educational attainment, present job, and years of teaching. It also established the degree to which the categories of classroom management practices were used in creating classroom rules, sustaining, uniformity in discipline, management of disruptive behaviours as well as conflict resolution. Moreover, the research determined the extent of school discipline among pupils according to the opinion of teachers, and the experiment of the perceived opinion was carried out, differences in classroom management practices where the teachers were grouped based on their profile variables, and tested the connection between classroom management practices and the pupil's discipline. There was the use of a descriptive-correlational research design. Data were gathered using a validated researcher developed questionnaire that was given to eighty (80) Grade 6 teachers in public. Diffun Districts I and II elementary schools. The statistical tools used were frequency counts, percentages, median, MannWhitney U test, KruskalWallis test and Spearman rank correlation coefficient. Findings indicated that teachers had practiced classroom management practices in all aspects four domains. Pupils' discipline was generally perceived positively. Tests of difference showed that significant differences existed in selected indicators of classroom management practices when teachers were grouped according to certain demographic variables. However, correlation analysis revealed that classroom management practices had no significant relationship with pupils' discipline. The findings suggest that while teachers consistently implement classroom management practices, pupils' discipline may also be influenced by external factors beyond classroom management strategies.

**Keywords:** classroom management practices, pupils' discipline, Grade 6 teachers, descriptive-correlational research, Philippines.

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## Introduction

Classroom management plays a crucial role in promoting effective teaching and learning processes.

It involves establishing an environment that supports discipline, active participation, and constructive interactions between teachers and learners. Traditionally, classroom management focused



mainly on maintaining discipline and controlling student behavior. However, contemporary educational perspectives emphasize a broader approach that includes motivation, instructional organization, and the development of positive teacher–student relationships (Marzano, 2003).

At the global level, research consistently shows that effective classroom management strategies significantly reduce disruptive behaviors and enhance students' academic engagement and socio-emotional development. Strategies such as establishing clear classroom rules, applying positive reinforcement, and encouraging learner responsibility have been widely recognized as effective in maintaining discipline and fostering productive learning environments (Simonsen et al., 2008; Magsino, 2017).

In the Philippine context, educational policies also highlight the importance of classroom management in promoting learner development. The Enhanced Basic Education Act of 2013 (Republic Act 10533) and the Philippine Professional Standards for Teachers emphasize the creation of safe, inclusive, and learner-centered classroom environments. Despite these policy frameworks, teachers continue to encounter challenges in consistently implementing classroom management practices due to factors such as large class sizes, limited instructional resources, and varying levels of parental involvement (Gabriz & Mackie, 2023; Rosales, 2021).

These challenges are particularly evident in rural areas such as Diffun Districts I and II in Quirino Province. Teachers often report classroom disruptions, inconsistent rule enforcement, and difficulties related to learner engagement and attendance. Such challenges can reduce instructional time and affect overall learning outcomes (Kaliska, 2002). However, limited empirical research has examined how classroom management practices influence pupils' discipline within this local context.

Therefore, this study aimed to examine the extent of implementation of common classroom management practices among Grade 6 teachers and determine their relationship with pupils' discipline in public elementary schools in Diffun Districts I and II.

## Methods

The research design used in this study was the descriptive–correlational research design to investigate the relationship. The relationship between classroom management practices and the discipline of pupils between Grade 6 teachers in Diffun. During School Year 2025-2026, Districts I and II, Quirino Province. A total of 80 Grade 6 teachers of public elementary schools took part in the research. The selection of the respondents was done by cluster sampling, schools being clusters. The researcher developed a validated instrument used to collect data questionnaire was divided into three sections (1) teaching population, (2) classroom management discipline, and (3) discipline in pupils. There were four measurements of classroom management practices areas: setting limits in the classroom, making discipline uniform, dealing with disruptive behaviors, and contributing to conflict resolution. A four-point Likert was used to measure responses scale. Cronbach alpha coefficients of the instrument were 0.723 which was found to be reliable after testing to 0.915, which is an acceptable internal consistency. Prior to the collection of the data, the consent was obtained the Schools Division Office. The respondents were involved by volunteering, and the nature of the research was confidential responses was ensured. Analytical statistics used included frequencies to analyze data. Median values, percentages, and median values. The non-normal is the reason why nonparametric statistical tests were used sharing of the information according to the Shapiro-Wilk test. The KruskalWallis and MannWhitney U test. Differences between groups were determined by use of test and the rank correlation Spearman was used establish the connection between classroom management procedures and discipline among pupils at a 0.05 level of significance

## Results and Discussions

The findings are organized according to the research objectives and are interpreted in relation to the research questions and relevant literature. Data obtained from the analysis are discussed to highlight

significant patterns, relationships, and trends. Furthermore, the implications of the results are examined to provide a deeper understanding of the

research problem and to situate the findings within the broader context of the study.

**Table 1.** Profile of the Respondents (n = 80)

Profile Variable	Category	Frequency	Percentage (%)
<b>Age</b>	35 years old & below	24	30.00
	36–45 years old	29	36.25
	46 years old & above	27	33.75
<b>Sex</b>	Male	23	28.75
	Female	57	71.25
<b>Civil Status</b>	Single/Widowed/Separated	12	15.00
	Married	68	85.00
<b>Highest Educational Attainment</b>	Bachelor’s Degree/With Master’s Units	33	41.25
	Master’s Degree	32	40.00
	Doctorate Degree	15	18.75
<b>Current Position</b>	Teacher I/II	15	18.75
	Teacher III	54	67.50
	Master Teacher	11	13.75
<b>Number of Years Teaching</b>	1–10 years	35	43.75
	11–20 years	30	37.50
	21 years & above	15	18.75

Table 1 presents the demographic profile of the Grade 6 teacher-respondents in Diffun Districts I and II. The results show that the majority of respondents were aged 36–45 years old (36.25%), indicating that most teachers belong to the middle-aged group and are likely to possess both professional maturity and teaching experience. In terms of sex, a large proportion of respondents were female (71.25%), which reflects the common gender distribution in the elementary teaching profession in the Philippines.

Concerning civil status, most teachers were married (85%), suggesting a stable personal background that may influence their professional commitment and classroom management practices. In terms of educational attainment, many teachers had bachelor’s degrees with master’s units (41.25%)

or completed master’s degrees (40%), indicating that a majority of teachers pursue graduate education for professional growth.

Regarding the current position, the majority were Teacher III (67.50%), while others were Teacher I/II and Master Teachers. This implies that most respondents have progressed within the teaching career ladder. Most of the participants who had 1-10 years of teaching experience made the largest group in terms of teaching experience (43.75%), which shows that there is a fairly young and developing teaching staff. These findings suggest that the respondents possess adequate professional experience and academic preparation that may influence the way they implement classroom management strategies.

**Table 2.** Test of Difference in Classroom Management Practices According to Profile Variables

Classroom Management Practices	Median	Age	Sex	Civil Status	Highest Educational Attainment	Current Position	Years Teaching	Decision
Establishing Classroom Rules	4.00	Significant	Significant	Ns	Ns	Significant	Ns	Reject Ho (Partial)
Maintaining Consistency in Discipline	4.00	Significant	Significant	Ns	Ns	Significant	Significant	Reject Ho (Partial)
Handling Disruptive Behaviors	4.00	Significant	Significant	Ns	Significant	Significant	Ns	Reject Ho (Partial)
Facilitating Conflict Resolution	4.00	Significant	Significant	Ns	Ns	Significant	Significant	Reject Ho (Partial)

*ns = Not Significant (p > .05)*

*Median Interpretation: 4.00 = Fully Practiced*

Table 2 presents the test of differences in classroom management practices in the past when teachers were classified based on some profile attributes chosen, including age, sex, civil status, highest educational years of teaching, attainment, and the current position. The findings demonstrated that every sphere of classroom. The management practices were found to have a median of 4.00, which means that the practice is Fully Practiced. This denotes that Grade 6 teachers are habitual implementers of classroom management in their classrooms, such as creation of classroom rules, consistency in discipline, and handling causative behaviors, and making conflicts constructive.

However, despite the consistently high level of practice, statistical analysis revealed that significant differences existed across several profile variables. For the domain of establishing classroom rules, it was observed that there were significant differences in terms of age, sex, and current position. This suggests that teachers' maturity, gender perspectives, and professional rank may influence how classroom rules are formulated, communicated, and enforced within the classroom environment.

In the domain of maintaining consistency in discipline, significant differences were observed in

age, sex, current position, and years of teaching. These findings indicate that teachers' experience and professional level may affect their ability to consistently implement disciplinary procedures. Teachers with more years of teaching experience or higher positions may have developed stronger classroom control strategies and greater confidence in implementing disciplinary measures. For handling disruptive behaviors, the results showed significant differences according to age, sex, highest educational attainment, and current position. This implies that teachers' educational preparation and professional experience may influence how they manage behavioral issues among pupils. Teachers with advanced academic qualifications may have broader knowledge of classroom management techniques that enable them to respond effectively to disruptive behaviors.

Similarly, facilitating conflict resolution revealed significant differences across age, sex, current position, and years of teaching. This indicates that teachers' personal and professional characteristics may affect how they mediate conflicts among pupils and promote harmonious relationships within the classroom. Since significant differences were identified in several profile variables across the four domains of classroom management practices, the

null hypothesis was partially rejected. This suggests that although classroom management practices are generally implemented by teachers, certain

demographic and professional factors influence their implementation in actual classroom settings.

**Table 3.** Correlation between Classroom Management Practices and Learners' Discipline

Classroom Management Practices	Relationship with Learners' Discipline	Decision
Establishing Classroom Rules	Not Significant	Fail to Reject Ho
Maintaining Consistency in Discipline	Not Significant	Fail to Reject Ho
Handling Disruptive Behaviors	Not Significant	Fail to Reject Ho
Facilitating Conflict Resolution	Not Significant	Fail to Reject Ho

Table 3 presents the correlation between practices in classroom management and in learners discipline through the use of Spearman Rank Correlation test. The findings demonstrated that every area of classroom management approaches, setting the rules in the classroom, being consistent in discipline, managing there was no significant correlation between disruption behaviors and facilitation of conflict resolution and discipline of learners since all the p-values obtained are more than 0.05. Accordingly, the null hypothesis was not rejected.

The findings indicate that although classroom management practices were consistently implemented and interpreted as fully practiced, they did not significantly influence learners' discipline as perceived by the teachers. This suggests that the presence of structured classroom management strategies alone may not be sufficient to directly determine the disciplinary behavior of pupils. One possible explanation is that learners' discipline could be conditioned by various factors outside management practices in the classroom. These factors may include the learners' family background, parental guidance, peer relationships, socio-emotional development, and the broader school environment. Such external influences may shape students' behavior and attitudes toward discipline in ways that classroom management practices alone cannot fully control. Furthermore, the findings imply that while teachers consistently implement classroom management strategies, the development

of discipline among pupils may require a more comprehensive approach involving collaboration between teachers, parents, school administrators, and guidance personnel. Programs that promote character development, socio-emotional learning, and positive behavioral support may further strengthen pupils' discipline both inside and outside the classroom.

Overall, the results highlight that classroom management remains an essential component of effective teaching; however, pupil discipline is a multidimensional construct influenced by various social, psychological, and environmental factors. This reinforces the need for holistic strategies that extend beyond classroom practices to support positive learner behavior.

The study revealed that Grade 6 teachers consistently implement classroom management practices across various domains, including creating classroom regulations, keeping to it discipline, managing disruptive behavior, and easing conflict resolution. These practices provide to have structured and organized classroom settings that can enable successful teaching and learning. Nevertheless, it was found that classroom management practices did not have a strong impact on discipline of pupils. This implies that discipline among learners is determined by several classroom factors such as family environment, peer interaction and school at large influences. Altogether, the results underline the fact that classroom management is still

one of the key issues part of good teaching, encouraging discipline in pupils needs a combined endeavor by teachers, parents and the school administration.

Integrating the findings of this study, Teachers may continue applying effective classroom management strategies while placing greater emphasis on developing pupils' self-discipline and responsibility. School administrators may organize continuous professional development programs focusing on classroom management, positive discipline, and socio-emotional learning. School-wide discipline policies may be reviewed and strengthened to ensure consistency and fairness across grade levels. Parents and guardians may actively support school discipline initiatives by reinforcing positive behavior at home. The Department of Education may design and implement integrated programs that support classroom management, guidance services, and learner behavior development. Policies promoting strong school-family-community partnerships may be further strengthened to enhance pupils' discipline. Future studies may examine additional variables affecting pupils' discipline, such as parental involvement, peer relationships, school climate, and socio-emotional competencies.

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