

Effective Classroom Management for the Modern Learning Environment

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Abstract. Classroom management remains a key challenge for teachers as they navigate diverse student needs, evolving teaching methods, and technological advancements. This study examined the issues and challenges faced by teachers of San Francisco District, Agusan del Sur, Philippines, using an exploratory sequential research design. In this design, the study was conducted in two distinct but interconnected phases. The initial phase involved the collection and analysis of quantitative data using a structured survey administered to the respondents. The findings from this phase served as the basis for the second phase, which involved qualitative data collection through in-depth interviews and focus group discussions. The findings in quantitative method showed that teachers struggled with behavior management, discipline strategies, cultural competence, emotional climate, instructional management, student engagement, and communication, a high grand mean of 4.326. The physical environment with the lowest mean of 4.06 was the least challenging aspect, but it still required attention. In qualitative method the themes emerged, these identify key strategies employed by teachers to address these challenges, including fostering inclusive learning environments, promoting positive discipline, enhancing student-centered instruction, and advocating for diversity and equity. The results underscore the importance of adopting adaptive management strategies, promoting professional development, and securing policy support. To address these concerns, the study proposes a policy brief recommending the institutionalization of continuous professional development programs on modern classroom management techniques, the integration of digital tools in behavior and instruction management, and the creation of a supportive school culture that prioritizes learner-centered approaches. These policy directions aim to strengthen the capacity of educators to manage classrooms effectively and respond to the demands of 21st-century education. The study concludes that effective classroom management in modern settings requires a balanced combination of traditional discipline techniques and innovative, student-centered approaches responsive to current educational realities.

Keywords: Classroom management; Teacher challenges; Student engagement; Policy brief; Professional development.

1.0 Introduction

Classroom management is essential for creating an effective learning environment and fostering student success. Teachers face numerous challenges in managing classrooms, particularly in today's rapidly evolving educational landscape. These challenges include addressing diverse student needs, adapting to changing teaching paradigms, and adhering to legal and institutional constraints. Effective classroom management is crucial in maintaining discipline, promoting engagement, and ensuring productive learning experiences. However, many educators

struggle with classroom management despite its importance due to limited resources, large class sizes, and inadequate professional support.

Several studies have explored teachers' difficulties in classroom management and their impact on students' academic performance. Charles and Mkulu (2020) identified financial constraints, lack of stakeholder cooperation, overcrowding, and resource shortages as major obstacles in public primary schools, contributing to high student absenteeism. Similarly, Yonas et al. (2023) found that inadequate materials and weak professional relationships hinder student success in Tanzanian secondary schools. Ezemba et al. (2022) further highlighted how factors such as poor seating arrangements and large class sizes negatively affect the teaching-learning process in Anambra State. These studies emphasize the importance of effective classroom management strategies in overcoming these challenges and improving academic outcomes.

Despite these findings, limited research exists on classroom management challenges specific to the San Francisco District of Agusan del Sur Division. Teachers in this district reportedly face shortages of instructional materials, difficulties in maintaining professional relationships with students, and gaps in classroom management skills. However, little is known about the specific contexts and factors contributing to these issues. Understanding these unique challenges is crucial for developing targeted interventions, such as teacher training programs, mentorship initiatives, and professional development opportunities.

This study aims to examine teachers' classroom management challenges in the San Francisco District and explore strategies to address them. By analyzing specific issues in this context, the research provides valuable insights to improve teaching practices and promote student achievement. The findings will inform policy recommendations and training initiatives that support teachers in developing practical classroom management skills. Ultimately, this study seeks to inform educators, administrators, and policymakers in creating a more structured and supportive learning environment for students.

2.0 Methodology

2.1 Research Design

This study utilized a sequential exploratory design, a subtype of the mixed-methods research approach. It began with a quantitative phase, followed by a qualitative phase to complement and expand on the findings. The sequential process allowed for deeper exploration of the research problem by integrating statistical analysis with thematic interpretation. For the qualitative component, the study employed thematic analysis, following the approach outlined by Braun and Clarke (2006). This method facilitated the identification of key themes based on the experiences and perspectives of teachers and master teachers regarding classroom practices and management. Additionally, thematic analysis was applied to documentary sources, ensuring a structured approach to analyzing patterns within qualitative data.

2.2 Research Participants

The study involved 135 participants, including 110 teachers for the quantitative phase and 25 key informants for the qualitative phase. For the quantitative phase, 110 respondents were selected from a total population of 151 teachers using a statistical formula to ensure representativeness. For the qualitative phase, 25 key informants were selected using purposive sampling based on specific criteria, including a minimum of five years of teaching experience, leadership roles, specialization in specific fields, and active involvement in school programs. Focus Group Discussions (FGDs) were conducted until data saturation was reached.

2.3 Research Instruments

A researcher-made questionnaire was used to collect data. The instrument underwent content validation and reliability testing by education experts, including a District Supervisor, School Principal, and Master Teachers. The questionnaire was divided into three sections. The first section collected demographic information, including age, gender, civil status, years of service, academic rank, and highest educational qualification. The second section focused on classroom management challenges, covering areas such as physical environment, behavior management, instructional strategies, communication, student engagement, emotional climate, discipline strategies, and cultural competence, using a 5-point Likert scale. The third section assessed teachers' response strategies, using open-ended questions to gain qualitative insights. A pilot test was conducted with 25 teachers

from a different district to assess reliability. Cronbach's alpha ($\alpha = 0.762$) confirmed good internal consistency across all indicators.

2.4 Data Gathering Procedure and Analysis

The data-gathering procedure followed a structured approach. Before distributing the questionnaires, the researcher first obtained approval from the Graduate School Office, the Schools Division Superintendent, and the school principals. Once permission was granted, the researcher personally administered the survey to ensure respondents fully understood the instructions. Qualitative data collection involved semi-structured interviews and focus group discussions (FGDs) with key informants, which were recorded with their consent and subsequently transcribed for analysis. A statistician assisted in processing quantitative data, while qualitative data underwent transcription, coding, categorization, and thematic analysis. All data collection adhered to the Data Privacy Act 2012 (Republic Act No. 10173). The study employed various statistical tools to analyze the data. Frequency count and percentage were used to describe demographic data, while the weighted mean was applied to analyze classroom management challenges and teachers' response strategies. Pearson Product-Moment Correlation was used to examine relationships between teacher profiles and classroom management challenges. Thematic analysis was conducted for qualitative data to identify patterns and emerging themes from the participants' responses.

2.5 Ethical Considerations

The study followed strict ethical guidelines to protect participants' rights and ensure data confidentiality. Informed consent was obtained in writing and verbally, and participants were assured of their right to withdraw at any time. Confidentiality and anonymity were maintained by securing personal data and ensuring that identifying information was not linked to any responses. The principle of beneficence was upheld by ensuring that the study contributed to educational improvements while minimizing risks to participants. Justice and fair treatment were observed by ensuring equitable selection criteria and avoiding exploiting vulnerable groups. The researcher maintained transparency and honesty by clearly communicating the study's objectives and faithfully reporting findings. Additionally, cultural sensitivity was consistently demonstrated throughout the research process, ensuring respect for participants' diverse backgrounds and values.

3.0 Results and Discussion

3.1 Profile of the Respondents

Table 1 presents the frequency distribution of respondents based on age, civil status, years of service, academic rank, and highest educational attainment. Most (57%) of the 110 respondents are aged 26-45, followed by those aged 46-55 (32%). Individuals aged 55 and above comprise 10%, while those under 26 represent just 1%. These findings suggest a predominantly young teaching workforce, aligning with studies that highlight the impact of age on teaching experience (Almuhatar et al., 2015).

A strong female predominance is evident, with women comprising 94% of the respondents. This supports previous research that indicates public school teachers in the Philippines are predominantly female (Sebastian et al., 2022). Despite this, higher-ranking administrative positions are still occupied mainly by men (Regaldo, 2017). Regarding civil status, the majority (88%) are married, while 7% are single and 5% are widowed, highlighting a workforce primarily composed of individuals in committed relationships.

The respondents also demonstrate a diverse range of experience. A small percentage (5%) have been in service for 1-5 years, while the majority (39%) have 6-10 years of experience. The rest are distributed across various service lengths, with a mix of early-career and veteran educators. Regarding academic rank, more than half (52%) hold the position of Teacher III, followed by Teacher I (28%) and Teacher II (15%). Higher academic ranks, such as Master Teacher I and II, account for only 5%, reflecting a structured career progression.

Regarding educational attainment, 42% of the respondents hold a bachelor's degree, 34% have a Master's degree, and 25% possess a Doctoral Degree. This distribution indicates a highly educated workforce, suggesting strong aspirations for professional development. Overall, these findings provide insight into the demographic and professional backgrounds of the respondents, reflecting trends in the teaching profession.

Table 1. *Demographic details of the survey respondents*

Profile	Classifications	Frequency	Percentage
Age	below 26 years old	1	1.00
	26 to 45 years old	63	57.00
	46 to 55 years old	35	32.00
	55 years old and above	11	10.00
Sex	Male	7	6.00
	Female	103	94.00
	Total	110	100.00
Civil Status	Single	8	7.00
	Married	97	88.00
	Widowed	5	5.00
Number of Years in Service	1 to 5 years	5	5.00
	6 to 10 years	43	39.00
	11 to 15 years	21	19.00
	16 to 20 years	15	14.00
	21 to 25 years	13	12.00
	26 years above	13	12.00
Academic Rank/ Position	Teacher I	31	28.00
	Teacher II	17	15.00
	Teacher III	57	52.00
	Master Teacher I	3	3.00
	Master Teacher II	2	2.00
	Highest		
Educational Attainment	Bachelor's Degree	46	42.00
	Master's Degree	37	34.00
	Doctorate Degree	27	25.00

3.2 Classroom Management Issues and Challenges

Table 2 presents the mean scores and descriptive interpretations for eight classroom management and challenges indicators. The data suggests a positive perception across all eight indicators. The mean score for the Physical Environment is 4.060, indicating a "Strongly Agree" level of satisfaction with the physical environment. The highest mean score within this indicator is 4.27 for "The lighting conditions of the classroom are properly installed," while the lowest is 3.92 for "The classroom is free from uneasy movements of the learners. Sufficient space is provided for learners to collaborate and work on group tasks. While the overall physical environment is satisfactory, there may be a need to improve the spatial arrangement to facilitate better movement and collaboration among learners. Notably, the school's daily routine is an effective strategy for structuring procedures for entering and exiting the classroom, which include specific pathways and signals.

Similarly, the perception of Behavior Management is "Agree," with a mean score of 4.451. The highest mean score within this indicator is 4.56 for "Setting rules/classroom agreement together with the learners," while the lowest is 4.29 for "The inclusion of learners with special needs in the general classroom." While behavior management practices are generally effective, there may be room for improvement in inclusivity practices for learners with special needs. Utilizing differentiated activities to cater to the diverse needs of learners. Additionally, promoting group work is crucial in developing social skills and fostering peer connections. In addition, ensuring that learners with special needs are fully integrated into the classroom requires additional training and resources.

Moving on to Instructional Management, the mean score of 4.284 also indicates a "Strongly Agree" perception. The highest mean score within this indicator is 4.37 for "Engaging learners in active and lively discussions and using inquiry-based learning in the classroom," while the lowest is 4.22 for "Assigning learners in groups to collaborate with peers and personalizing learning opportunities." Instructional management is effective, but there may be a need to enhance group collaboration and personalized learning opportunities. The teacher must incorporate thought-provoking activities and engage students in higher-order thinking skills. This allows learners to work on projects that align with their interests in real-world applications. Furthermore, the use of technology enables learners to create personalized learning opportunities.

Table 2. *Descriptive details of the classroom management issues and challenges encountered*

Indicators	Mean	SD	Adjectival Description
Physical Environment			
1. The arrangement of furnishings and floor coverings in the classroom follows the standards.	3.94	0.13	Agree
2. The lighting conditions of the classroom is properly installed."	4.27	0.11	Agree
3. The ventilation of the classroom is sufficient.	4.14	0.05	Agree
4. The classroom is free from uneasy movements of the learners. Enough space is intended for learners to collaborate and do group tasks.	3.92	0.07	Agree
5. The design and display of visual materials are good and in order.	4.04	0.04	Agree
Grand Mean	4.06	0.08	Agree
Behaviour Management			
1. The inclusion of learners with special needs in the general classroom	4.29	0.08	Agree
2. Maintaining a routine that learners know what's coming next	4.44	0.09	Agree
3. Setting rules/classroom agreement together with the learners	4.56	0.02	Strongly Agree
4. Creating stimulating lessons for the learners to be involved and engaged throughout the lesson	4.45	0.03	Agree
5. Using positive language rather than creating a negative language in reinforcing the wrong behavior of learners. If in case a learner is misbehaving the parents will be called or a home visit will be done to settle misconduct of learners	4.52	0.01	Strongly Agree
Grand Mean	4.45	0.05	Agree
Instructional Management			
1. Organizing instruction and learners to facilitate learning and sequencing of tasks	4.26	0.04	Agree
2. Assigning learners in groups to collaborate with peers and personalizing learning opportunities	4.22	0.05	Agree
3. Observing and noting learners' academic advancement and performance	4.33	0.03	Agree
4. Using ICT integration in the lessons and the availability of internet connection	4.24	0.02	Agree
5. Engaging learners in active and lively discussions and using inquiry-based learning in the classroom	4.37	0.01	Agree
Grand Mean	4.28	0.03	Agree
Relationships & Communication			
1. Respecting learners' opinions and encouraging them to express them	4.18	0.06	Agree
2. Collaborating with parents and other stakeholders in the community	4.20	0.07	Agree
3. Establishing and communicating learning goals to the learners and the parents at the start of the school year	4.22	0.05	Agree
4. Engaging parents to be participative in HRPTA Meetings and School and classroom projects	4.36	0.04	Agree
5. Engaging harmoniously with peers, staff, and other key officials in school and community	4.18	0.03	Agree
Grand Mean	4.22	0.05	Agree
Student Engagement			
1. Motivating disengaged learners in various ways	4.24	0.04	Agree
2. Encouraging learners particularly those who are disconnected from peers and other teachers	4.30	0.05	Agree
3. Assessing learners with external stressors such as mental health challenges or family and community factors	4.25	0.03	Agree
4. Giving learners autonomy in their learning	4.21	0.02	Agree
5. Varying the types of strategies and techniques that will be used in the classroom to prevent boredom and absenteeism in the class	4.30	0.01	Agree
Grand Mean	4.25	0.03	Agree
Emotional Climate			
1. Understanding the various emotions of learners in the classroom	4.42	0.06	Agree
2. Establishing and maintaining a happy and conducive classroom for the learners	4.36	0.07	Agree
3. Providing a caring and a fair environment for the learners	4.40	0.05	Agree
4. Practicing a reward system inside the class	4.20	0.04	Agree
5. Setting clear classroom routines and expectations	4.34	0.03	Agree
Grand Mean	4.34	0.05	Agree
Discipline Strategies			
1. Imposing clear rules and procedures on the distribution and collection of materials in the class	4.31	0.05	Agree
2. Following strictly the set of routines at the start and until the end of the class	4.33	0.04	Agree
3. Adhering to time management in reporting to class and in the submission of reports and projects	4.37	0.03	Agree
4. Creating a class culture that encourages appropriate behavior and discourages disruption	4.25	0.02	Agree
5. Always imposing discipline to avoid bullying	4.53	0.01	Strongly Agree
Grand Mean	4.35	0.03	Agree
Cultural Competence			
1. Embracing and maintaining culturally-responsive teaching and learning	4.36	0.04	Agree
2. Accommodating individual learners with diverse backgrounds	4.32	0.05	Agree
3. Using intercultural communication skills as a means for enhancing learning	4.30	0.03	Agree
4. Focusing activities and intentionally structured environments or a perspective-taking behavior in understanding norms, values, and traditions	4.31	0.02	Agree
5. Ranking the value of ideas such as religion, honesty, tradition, etc. to meaningful conversations	4.35	0.01	Agree
Grand Mean	4.32	0.03	Agree
Overall Grand Mean	4.28	0.10	Agree

Regarding Relationships and communication, the mean score is 4.229, indicating a "Strongly Agree" perception of positive relationships and communication within the school. The highest mean score within this indicator is 4.36 for "Engaging parents to be participative in HRPTA Meetings and School and classroom projects," while the lowest is 4.18 for both "Respecting learners' opinions and encouraging them to express them" and "Engaging harmoniously with peers, staff, and other key officials in school and community." Relationships and communication are generally positive, but there may be a need to further encourage a child-friendly environment and harmonious engagement among school staff and officials. An Interest Day was conducted in schools to

showcase their talents and skills through interactive activities. Students feel comfortable as they are led by SELG, an organization representing learners' voices.

The score of 4.258 indicates a "Strongly Agree" perception of Student Engagement. The highest mean score within this indicator is 4.30 for both "Encouraging learners, particularly those who are disconnected from peers and other teachers" and "Varying the types of strategies and techniques that will be used in the classroom to prevent boredom and absenteeism in the class," while the lowest is 4.21 for "Giving learners autonomy in their learning." Student engagement is generally positive; however, there may be a need to provide learners with more autonomy in their learning processes. Using real objects during discussions allows learners to gain a meaningful experience. Additionally, project-based learning can foster greater autonomy, enabling learners to explore topics of interest and develop their critical thinking skills.

With a mean score of 4.344, the Emotional Climate is perceived as "Agree." The highest mean score within this indicator is 4.42 for "Understanding the various emotions of learners in the classroom," while the lowest is 4.20 for "Practicing a reward system inside the class." The emotional climate is generally positive, but there may be a need to enhance reward systems to support further learners' emotional well-being, such as pupils of the week are posted inside the classroom, giving learners stickers or certificates for completing assignments, attendance, or exhibiting good behavior, encourages motivation and reinforces positive actions. Thus, teachers can enhance classroom management and further boost learners' engagement and well-being.

The mean score of 4.356 indicates a "Strongly Agree" perception of Discipline Strategies. The highest mean score within this indicator is 4.53 for "Always imposing discipline to avoid bullying," while the lowest is 4.25 for "Creating a class culture that encourages appropriate behavior and discourages disruption." Discipline strategies are generally effective, but there may be a need to develop further class cultures that encourage appropriate behavior and discourage disruptions. Teachers must set and communicate clear expectations for behavior, ensuring students understand the rules and the consequences of their actions. Also, developing positive reinforcement to acknowledge appropriate behavior and community building involves activities that promote teamwork and collaboration.

Finally, the mean score of 4.327 suggests a "Strongly Agree" perception of cultural competence within the school. The highest mean score within this indicator is 4.36 for "Embracing and maintaining a culturally responsive teaching and learning," while the lowest is 4.30 for "Using intercultural communication skills as a means for enhancing learning." Cultural competence is generally positive; however, there may be a need to enhance intercultural communication skills further to support learning. Considering the diverse backgrounds of learners creates a more supportive learning environment.

The overall grand mean of 4.2886 further reinforces the positive perception of classroom management and challenges, indicating an "Agree" sentiment across all indicators. This data suggests a generally positive and supportive learning environment in public elementary schools. It is essential to note that this data is based on a single point in time and may not accurately reflect changes that occur over time. Further research would be necessary to determine the long-term classroom management trends and identify any factors that may contribute to the positive perception. Despite these limitations, the data provides valuable insights into the current state of classroom management and challenges. The positive perception of classroom management and challenges is encouraging, suggesting that public elementary schools provide a supportive and conducive learning environment for learners.

3.3 Relationship Between Profile Variables and Classroom Issues and Challenges

Table 3 presents the results of correlation analyses examining the relationship between various factors (age, sex, civil status, years of service, academic rank, and educational attainment) and different aspects of school climate. Only one significant correlation was found - between age and relationship and communication ($r = 0.430$, $p < 0.001$), suggesting that older teachers tend to have a more positive perception of relationships and communication in the school. All other correlations were insignificant, indicating that the other factors examined do not have a significant relationship with the perceived school climate in these areas.

Table 3. *Relationship between the profile of the respondents and classroom issues and challenges*

	Variables	Computed r	p-value	Decision	Conclusion
Physical Environment	Age	0.019	0.841	Failed to reject Ho	Not Significant
	Sex	0.020	0.838	Failed to reject Ho	Not Significant
	Civil Status	0.066	0.494	Failed to reject Ho	Not Significant
	No. of Years in Service	0.158	0.099	Failed to reject Ho	Not Significant
	Academic Rank	0.332	0.001	Reject Ho	Not Significant
	Educational Attainment	0.041	0.674	Failed to reject Ho	Not Significant
Behavior Management	Age	0.068	0.483	Failed to reject Ho	Not Significant
	Sex	0.083	0.388	Failed to reject Ho	Not Significant
	Civil Status	0.031	0.752	Failed to reject Ho	Not Significant
	No. of Years in Service	0.025	0.793	Failed to reject Ho	Not Significant
	Academic Rank	0.122	0.204	Failed to reject Ho	Not Significant
	Educational Attainment	0.055	0.566	Failed to reject Ho	Not Significant
Instructional Management	Age	0.125	0.194	Failed to reject Ho	Not Significant
	Sex	0.163	0.089	Failed to reject Ho	Not Significant
	Civil Status	0.097	0.315	Failed to reject Ho	Not Significant
	No. of Years in Service	0.052	0.588	Failed to reject Ho	Not Significant
	Academic Rank	0.089	0.358	Failed to reject Ho	Not Significant
	Educational Attainment	0.132	0.170	Failed to reject Ho	Not Significant
Relationship & Communication	Age	0.141	0.141	Failed to reject Ho	Not Significant
	Sex	0.430	0.000	Reject Ho	Significant
	Civil Status	0.069	0.477	Failed to reject Ho	Not Significant
	No. of Years in Service	0.083	0.388	Failed to reject Ho	Not Significant
	Academic Rank	0.003	0.979	Failed to reject Ho	Not Significant
	Educational Attainment	0.021	0.830	Failed to reject Ho	Not Significant
Student Engagement	Age	0.070	0.468	Failed to reject Ho	Not Significant
	Sex	0.067	0.489	Failed to reject Ho	Not Significant
	Civil Status	0.013	0.896	Failed to reject Ho	Not Significant
	No. of Years in Service	0.011	0.908	Failed to reject Ho	Not Significant
	Academic Rank	0.083	0.390	Failed to reject Ho	Not Significant
	Educational Attainment	0.164	0.0.87	Failed to reject Ho	Not Significant
Emotional Climate	Age	0.086	0.372	Failed to reject Ho	Not Significant
	Sex	0.034	0.727	Failed to reject Ho	Not Significant
	Civil Status	0.005	0.958	Failed to reject Ho	Not Significant
	No. of Years in Service	0.049	0.612	Failed to reject Ho	Not Significant
	Academic Rank	0.065	0.467	Failed to reject Ho	Not Significant
	Educational Attainment	0.061	0.529	Failed to reject Ho	Not Significant
Discipline Strategies	Age	0.118	0.221	Failed to reject Ho	Not Significant
	Sex	0.050	0.605	Failed to reject Ho	Not Significant
	Civil Status	0.009	0.928	Failed to reject Ho	Not Significant
	No. of Years in Service	0.001	0.989	Failed to reject Ho	Not Significant
	Academic Rank	0.006	0.949	Failed to reject Ho	Not Significant
	Educational Attainment	0.114	0.236	Failed to reject Ho	Not Significant
Cultural Competence	Age	0.137	0.153	Failed to reject Ho	Not Significant
	Sex	0.022	0.821	Failed to reject Ho	Not Significant
	Civil Status	0.001	0.995	Failed to reject Ho	Not Significant
	No. of Years in Service	0.022	0.822	Failed to reject Ho	Not Significant
	Academic Rank	0.026	0.786	Failed to reject Ho	Not Significant
	Educational Attainment	0.101	0.294	Failed to reject Ho	Not Significant

3.4 Strategies in Addressing Classroom Management Issues and Challenges

This section presents the thematic analysis of the participants' perspectives on modern classroom management issues and the interview transcripts with the chosen respondents of the study for a qualitative part, extracting eight major themes across the different indicators. These themes reveal the various ways the respondents cope with the challenge. The findings suggest that effective classroom management relies on adaptive environments, positive reinforcement, differentiated instruction, open communication, and culturally responsive teaching. By integrating these insights, teachers and educators in the Philippines can create dynamic and supportive learning environments that cater to the evolving needs of Filipino learners while embracing local cultural and contextual realities.

Creating an Adaptive and Inclusive Learning Environment

The participants emphasized the importance of a flexible and conducive classroom setup, user-friendly furniture, and sufficient lighting and ventilation. They emphasized the urgent need for learning spaces accommodating diverse learners, including those with learning disabilities. The schools in Agusan del Sur faced overcrowded classrooms and a lack of resources. These prompted teachers to maximize the school's mini gym space and implement cost-effective solutions, such as utilizing natural lighting and repurposing materials for classroom

improvement. Some teachers also suggested the integration of technology-friendly setups and noise-reduction strategies to enhance the learning environment.

"We made sure that we are resourceful because not every material or need of ours is provided by DepEd."

"We requested additional funding for technology resources."

"Utilizing initiative to address overcrowded classrooms by utilizing available space for learning within the school environment."

According to Dagunduro et al. (2024), creating an adaptive and inclusive learning environment is crucial for promoting educational equity. This involves tailoring educational practices to meet the diverse needs of all students, ensuring that each learner has access to the resources and support necessary to succeed.

Reinforcing Positive and Restorative Practices

In behavior management, the participants preferred reinforcing positive practices, such as reward systems and recognition programs, and encouraging desirable attitudes towards peers and learners. Many advocates promoted restorative justice practices over punitive approaches, emphasizing conflict resolution and peer mediation to foster a more harmonious classroom environment. In an educational setting, strengthening values, education, and character formation play a significant role in behavior management, with teachers integrating cultural and moral lessons to instill discipline and respect among learners.

"We try to develop effective assessments aligned with new methods, which is crucial yet challenging."

"Implementing new educational approaches presents numerous challenges."

"Inconsistency in the implementation across different classrooms can create inequities."

According to Brown (2023), teachers' preferences for positive reinforcement align with contemporary educational research emphasizing a constructive approach to behavior management and restorative practices in the classroom. This perspective supports the idea that fostering a favorable classroom climate can significantly enhance student engagement and reduce occurrences of misbehavior. By utilizing restorative practices, such as community circles and peer mediation, educators create opportunities for students to engage in dialogue, understand different perspectives, and develop empathy, critical components in resolving conflicts and improving relationships among classmates.

Enhancing Differentiated and Learner-Centered Instruction

The participants emphasized the need to enhance differentiated instruction to meet and cater to diverse learning needs. They emphasized using various instructional strategies, including cooperative learning and technology integration, despite the challenge of internet connectivity. The participants even narrated how they addressed this problem. Most of them use mobile data to address internet connectivity, continually providing learners with diverse learning experiences. In the Philippine setting, the K-12 curriculum encourages contextualized instruction, where lessons are adapted to local culture and real-life applications. Individualized or personalized learning paths and formative assessments were also highlighted as essential in ensuring effective instructional management.

"We adopt new educational trends despite our limitations."

"Ensuring accessibility and differentiation for diverse learners adds complexity."

"I will divide them according to their strengths, such as linguistic skills and visual-spatial."

According to Onyishi and Sefotho (2020), enhancing differentiated instruction is crucial for meeting and catering to diverse learning needs. Differentiated instruction involves tailoring teaching environments, content, processes, and products to accommodate students' varying abilities, interests, and learning styles. This approach is critical in inclusive classrooms, where students with diverse backgrounds and abilities learn together. It emphasizes how differentiated instruction reflects a broader educational trend towards inclusivity and personalization in teaching. By adopting varied instructional strategies, educators can better address the unique needs of each student, thereby enhancing engagement and learning outcomes. The integration of technology, despite connectivity challenges, demonstrates a commitment to providing equitable access to educational resources.

Building Trust and Open Communication/Dialogue

Regarding relationships and communication, the participants emphasized the importance of establishing strong relationships with learners and their parents through active listening, empathy, and respect. Open and transparent communication channels, including parent-teacher meetings, district meetings between teachers and school heads and supervisors, and peer mentorship programs, were noted as effective strategies for fostering meaningful interactions. In a misunderstanding or conflict, a grievance committee is designated to address the issue. In Agusan del Sur, strong family involvement in education is a cultural norm, and schools often rely on community partnerships and barangay interventions to support the development of the learners.

“Helping students who need extra support on time, managing misbehavior, and balancing work with personal life.”

“Providing adequate resources, open communication, and consistent implementations in the classroom.”

Regular evaluations and adjustments were made based on assessment data.

According to Felten et al. (2023), building trust in the classroom involves deliberate actions by teachers to establish and maintain trust with students. These actions, or “trust moves,” include demonstrating competence, integrity, and care, essential for creating a supportive and effective learning environment. The emphasis on active listening, empathy, and respect highlights the importance of emotional intelligence in educational settings. By engaging in open and transparent communication, teachers can foster stronger relationships with students and parents, ultimately leading to improved educational outcomes.

Intensifying Interactive and Experiential Learning Approaches

In student engagement, teachers and other educators recommend integrating hands-on activities, gamification, reading interventions, Gulayan sa Paaralan Program, Project LEARN (Let’s Enjoy and Read Now), Project MARRe (Mag Feeding Aron Ready sa Reading), and inquiry-based learning to boost learners’ engagement. Engaging learners to be motivated to lead in discussions, apply real-world concepts, and participate in extracurricular activities was also emphasized to maintain learners’ interest and motivation. Engagement is further enriched in the participants’ schools through local festivals, Indigenous knowledge systems, and the integration of mother-tongue-based instruction, particularly in early grade levels.

“Managing a more flexible classroom can be challenging.”

“Foster a culture of continuous improvement.”

“Secure additional funding for resources such as technology and updated curriculum materials.”

According to Blyznyuk and Kachak (2024), interactive learning significantly enhances students’ critical thinking skills by promoting active participation, problem-solving, and collaboration. Integrating interactive and experiential learning approaches in education is essential for promoting student engagement and developing critical thinking skills. Educators can create a dynamic and stimulating learning environment by incorporating hands-on activities, gamification, and inquiry-based learning. These methods make learning more enjoyable and encourage students to participate and take ownership of their education actively.

Fostering a Supportive and Safe Learning Environment

The participants emphasized creating a nurturing and psychologically safe classroom in an emotionally charged climate. Strategies included implementing mindfulness practices, socio-emotional learning (SEL) activities, and peer support systems. Providing counseling resources and proactively addressing mental health concerns were also key elements in fostering a favorable emotional climate. In schools, designated guidance counselors are assigned to conduct peer counseling programs, initiate activities among students to organize clubs, and organize activities that foster a supportive and safe learning environment. Another common strategy identified by the participants is engaging parents and other stakeholders in managing classroom behavior. Many teachers believe that open communication with parents helps reinforce classroom expectations at home. This partnership fosters a consistent approach to discipline and encourages students to take responsibility for their actions.

“Effective time management and workload distribution strategies are essential.”

“Implement clear rules, policies, and structures to manage students effectively.”

“Improve communication channels between teachers, parents, and administrators.”

Mempin (2024) states that the synergy between student responsibility and teacher skills is essential in creating a safe and inclusive learning environment. It emphasizes the importance of the collaborative efforts between students and teachers in fostering a favorable school climate. A harmonious and inclusive learning environment is created when students take responsibility for their actions and teachers provide guidance and support. This collaboration promotes academic success and enhances students' social and emotional well-being.

Balanced Approach Between Structure and Flexibility

For disciplined strategies, participants highlighted the need for clear, consistent, and fair discipline policies, regardless of economic status or culture, while allowing for flexibility in addressing individual differences. Many advocated for a mix of firm guidelines and compassionate intervention, incorporating student reflection activities and parental involvement in discipline matters. In Agusan schools, values-based discipline is often implemented, incorporating religious and ethical education to instill proper conduct and responsibility among learners.

"Encouraging collaboration among teachers through peer evaluation and shared planning helps overcome challenges."

"Resources were allocated to support the new approach."

"Developing individualized learning plans, creating a supportive and inclusive classroom environment."

According to Ruesch and Sarvary (2023), introducing an "extension without penalty" system represents a practical application of this balanced approach. Educators can address diverse student needs without compromising accountability by establishing clear guidelines for assignment submission while embedding flexibility through the option to request extensions. This dual approach fosters an inclusive environment that respects individual circumstances, improving student engagement and performance. However, challenges remain. Teachers must communicate these policies effectively to ensure all students know their options without feeling stigmatized or singled out. Moreover, the balance between structure and flexibility must be continually evaluated to ensure it serves all students equitably, particularly in diverse classrooms where socioeconomic factors may impact access to resources and support.

Promoting Diversity, Equity, and Inclusion

Regarding cultural competence, the participants acknowledged the increasing diversity in modern classrooms and stressed the need for culturally responsive teaching. Strategies included integrating multicultural perspectives into the curriculum, celebrating cultural diversity through school events, and fostering an inclusive mindset among learners through presentations during activities focused on equity and social justice. In the Philippine educational system, Indigenous Peoples' Education (IPED) programs, heritage of language preservation, and participation in community engagement initiatives will help promote cultural advocacy for awareness and respect for diverse ethnic groups.

"Building a supportive school culture that values innovation."

"Addressing digital divides."

"Teacher training should be prioritized for integrating global citizenship education."

"Opportunities for teachers and learners to share experiences and best practices."

According to Rogahang et al. (2023), inclusive education practices are essential for fostering diversity and equity in the classroom. The study highlights the importance of adopting student-centered approaches, promoting teacher professional development, and implementing inclusive curricular adaptations to create environments that celebrate differences and provide equal opportunities for all learners. However, educators often face resource constraints, varying levels of support, and the need for ongoing professional development. Furthermore, implementing inclusive strategies requires educators, support staff, and administrators collaboration. Addressing these challenges is crucial for successfully promoting diversity, equity, and inclusion in educational settings.

4.0 Conclusion

The findings indicate that teachers demonstrate a strong commitment to behavior management, as high ratings show. This suggests that they effectively create engaging lessons that encourage student participation. However, challenges persist in managing the physical environment, instructional strategies, relationships, communication, and cultural competence. These difficulties are linked to a lack of support structures and limited local engagement.

To address these issues, reviewing and refining existing strategies, programs, and policies to improve classroom management is necessary. Continuous innovation and professional development should be prioritized to strengthen teaching effectiveness and the overall educational experience.

5.0 Contributions of Authors

The authors of this research collaborated to review and approve the final version of the study. This ensures the study's completeness and integrity. Author Jane C. Oropa played an integral part in the editing, writing, supervision, data analysis, and encoding. Author Josephine T. Marquez concentrated on conducting fieldwork, distributing and retrieving survey instruments, doing comprehensive data analysis, transcribing the gathered material, and adhering to ethical guidelines throughout the study. These complementary contributions underscore the collaborative endeavors and mutual obligations as adviser and mentee to generate a thorough and ethically robust research output.

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