



\*\*\*\*\*

## TEACHERS' CLASSROOM MANAGEMENT PRACTICES AND CHALLENGES IN PUBLIC ELEMENTARY SCHOOLS: BASES FOR INTERVENTION PROGRAM

**RUBY ANN M. ARBIS**

**Teacher I**

Sua Elementary School

[rubyannarbismorales25@gmail.com](mailto:rubbyannarbismorales25@gmail.com)

### ABSTRACT

Classroom management is an essential component of effective teaching in public elementary schools. However, many teachers face daily challenges in maintaining order, guiding behavior, and supporting learners with diverse needs. This study explored the classroom management practices and challenges faced by elementary teachers in San Dionisio, Iloilo, as a basis for developing an intervention program. Using a qualitative phenomenological design, semi-structured interviews were conducted with 10 teachers, each with at least three years of teaching experience and who handled advisory classes. The data were analyzed using Braun and Clarke's thematic analysis. The findings revealed that teachers employ structured rules and routines, foster positive relationships, and use learner-centered strategies to manage their classrooms. Despite these efforts, they face challenges such as disruptive behavior, diverse learning needs, limited resources, and large class sizes. Based on these findings, an intervention program was developed, focusing on structured systems, relationship-building, and adaptive teaching practices.

\*\*\*\*\*

### Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

**Keywords:** *Classroom Management, Elementary Teachers, Public Elementary Schools, Teacher Challenges*

## INTRODUCTION

Teachers around the world spend a significant amount of time dealing with classroom behavior rather than teaching actual lessons. In the statistic reported by Eser (2025) it shows that teachers use approximately 25 to 30% of their instructional time managing student behavior, and about 70% of teachers identify disruptive behavior as the biggest challenge in their classrooms. In elementary schools, when students are still learning self-control and social skills, classroom management is not just a problem in the classroom but also a significant concern for educators.

Classroom management is known to be a foundation of effective teaching. According to the WifiTalents Team (2025), 85% of teachers believe that classroom management is essential for creating a positive learning environment. A well-managed classroom allows students to feel safe, respected, and ready to learn. When rules are clear and routines are consistent, students know what is expected of them, which helps reduce confusion and misbehavior. It is also found that effective classroom management improves not only behavior but also academic performance. Still, based on Eser (2025), implementing a behavior management plan can improve academic performance by approximately 10%, while high levels of student engagement are linked to a 20% decrease in behavioral problems. Yasin et al. (2022) identified key classroom management elements such as strategic seating

\*\*\*\*\*

### Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*  
arrangements, including group seating and U-shaped layouts, which encourage interaction and cooperation.

Modern classroom management also emphasizes the role of the teacher as a behavioral model. Ibrahimova (2025) explained that effective classroom management goes beyond traditional control methods and focuses on teacher behavior as an example for students. By modeling respectful communication, encouraging self-control, and promoting intrinsic motivation, teacher’s help create a more inclusive and sustainable classroom discipline system (Ibrahimova, 2025). This approach is especially important in elementary schools, where students often imitate the behavior of adults.

Consequently, the Department of Education (2019) placed an extreme value on classroom management. In particular, the Learning Environment domain emphasizes how crucial it is to keep a classroom that is secure, organized, and encouraging so that kids may learn efficiently. Despite the importance of classroom management, studies reveal that teachers still face difficulties in applying effective strategies consistently. Amer-Gumpal and Basmayor (2024) found that public school teachers demonstrated high implementation of classroom management practices, but its effectiveness do not always eliminate classroom challenges, especially in diverse and crowded classrooms.

For instance, in large class numbers, a variety of student requirements, a lack of resources, and an increase in behavioral issues are some of the difficulties experienced by elementary school instructors. Even though many educators employ successful classroom

\*\*\*\*\*

### **Editorial Team**

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### **Manuscript Editors / Reviewers:**

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

management techniques, it's necessary to determine which approaches are most effective and the challenges they confront.

Furthermore, Matthew (2022) revealed that learning results and the quality of instruction are significantly impacted by efficient classroom management. Even carefully thought-out teachings might not be successful without it. Studying teachers' classroom management strategies and challenges is essential due to these issues.

This study aimed to propose an intervention that can direct the creation of a useful intervention program to assist teachers in managing classroom better.

## MATERIALS AND METHODS

### Research Methodology

This chapter presents the research method, research design, participants of the study, data-gathering procedures, research instrument, and data analysis. The study aimed to explore the classroom management practices and challenges experienced among teachers in elementary schools as bases for intervention program.

### Research Method

This study employed qualitative research method to explore the real-life challenges experienced by public elementary teachers.

Qualitative research focuses on understanding phenomena in their natural context by looking at the meanings and experiences from the informants' perspective, without using statistical analysis (Fadli, 2021). This approach allows researchers to explore the real-life

\*\*\*\*\*

### Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*  
experiences of individuals, taking both detailed and complete view of social conditions and events (Furidha, 2024). A qualitative approach is chosen because it allows for a deeper understanding of the teachers' classroom management practices and challenges encountered on their daily teaching.

In qualitative research, different methods are used to collect data, such as in-depth interviews, focus groups, observation, and even visual methods (Taskin, 2021). For this study, in-depth interviews with elementary teachers will be conducted to understand their personal experiences and views. The instrument will be the main tool for gathering data from natural settings that will also make sure the data reflects the challenges and experiences of elementary teachers.

## Research Design

This study utilized a phenomenological qualitative research design to explore the real-life challenges experienced by elementary teachers. Phenomenology is used when the goal is to uncover individuals' personal realities and perceptions of a particular phenomenon. According to Ismail and Kinchin (2023), this design aims to reveal the essence of experiences while setting aside the researcher's personal assumptions. Similarly, Daruhadi (2024) explained that phenomenological research is rooted in philosophical traditions and seeks to highlight the meaning people attach to their experiences.

By using this approach, this study carefully examined the daily challenges, motivations, and inspirations of public elementary teachers in San Dionisio, Iloilo. It allowed the researcher

\*\*\*\*\*

### Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*  
to gather first-hand accounts and gain a deep understanding of their classroom management practices, along with the challenges they face in their daily lives.

Through interviews and thematic analysis, this study identified common themes that reflect the shared realities of these teachers.

In this way, phenomenology provides a meaningful approach to capturing the teachers' classroom management practices and challenges in elementary schools, serving as a foundation for effective intervention programs.

### **Participants of the Study**

The participants of the study were the ten (10) selected public elementary teachers among schools in San Dionisio, Iloilo. Their firsthand experiences in managing classroom practices with daily teachings may offer valuable insights into the challenges faced in terms of classroom management practices. To be included, teachers must teaching elementary level for at least 3 years of their life and currently have an advisory class. Only those who have rendered more than three years of teaching were qualified. This criterion is important to ensure that the selected participants have sufficient experience and familiarity with the challenges and experiences of managing practices within classroom setting.

### **Sampling Design**

The study employed a purposive sampling technique for selecting participants. Purposive sampling is a non-probability sampling method where participants are chosen based on specific criteria that align with the objectives of the research (Andrade, 2020).

\*\*\*\*\*

#### **Editorial Team**

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

#### **Manuscript Editors / Reviewers:**

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

In this study, the participants were elementary teachers from different schools in San Dionisio, Iloilo, selected due to their direct experiences and insights, which were essential for understanding the lived realities and challenges of managing classroom practices.

Using purposive sampling helped ensure that the participants were closely aligned with the study's goals, thereby increasing the quality and trustworthiness of the data collected (Campbell et al., 2020). This approach allowed the study to gather deeper and more meaningful information that truly reflected the situation of teachers in their teaching practices.

### Research Instrument

In order to collect the primary data, this study used a semi-structured interview guide as the main research instrument. This type of instrument is appropriate for phenomenological qualitative research because it allows participants to freely share their lived experiences while still giving focus to the key topics of the study.

The interview guide is divided into three main parts. The first part gathers background information about the teacher- such as their teaching experience, grade level taught, and years of service in elementary school. The second part focuses on the daily challenges and experiences on classroom management practices. The third part explores motivation and inspiration, asking teachers what drives them to continue serving in these challenging contexts. With permission, the interviews were audio-recorded for accuracy. If the participant prefers not to be recorded, detailed notes were taken instead.

\*\*\*\*\*

### Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

## Validity of the Research Instrument

Significantly, before administering the interview guide questions, the instrument underwent a comprehensive validation process and received approval from the research adviser, chairman of the panel, school heads, and experienced teachers who had served in elementary education under the Schools Division of San Dionisio, Iloilo. This was done to ensure that the instrument was accurate and reliable.

The experts provided their insights and suggestions to improve the alignment between the survey questions and the intended research objectives. The validity of the instrument refers to the process of checking the quality and accuracy of the research tool to ensure that it aligns with the ethical considerations of conducting research (Andersson et al., 2024).

The feedback from the experts was used to revise the interview guide, affirming its validity and reliability as a tool for collecting the necessary data for the study.

## Data Gathering Procedures

Prior to data collection, the researcher formulated a letter of permission addressed to the Dean of the Graduate School, the Office of the Schools Division Superintendent, and the School Heads to request permission to conduct the study. At the same time, a consent form was provided to the target participants to ensure that they were willing to participate and share their experiences and challenges regarding classroom management practices.

Interviews were scheduled at a convenient time and location for each participant to ensure a comfortable and private environment. The interviews were conducted either in person or through video conferencing, depending on the participant's preferences and

\*\*\*\*\*

### Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

availability. Each interview lasted between 30 to 60 minutes, providing sufficient time for participants to share their experiences in detail.

Before starting the interview, the consent form was given to each participant to ensure they fully understood their rights, including the right to withdraw from the study at any time without penalty. Participants' consent to record the interviews was also explicitly obtained, ensuring that their responses could be transcribed accurately.

With permission, the interviews were audio-recorded for accuracy. If participants preferred not to be recorded, detailed notes were taken instead. All recordings and notes were securely stored, and any personal information was kept confidential.

Afterward, the data were transcribed for analysis, and follow-up contact was made if further clarification was needed.

## Data Analyses

The data collected from the interviews were analyzed using Braun and Clarke's thematic analysis, a method used to identify patterns of meaning in qualitative data (Morin et al., 2021).

This approach emphasizes the researcher's reflexivity, flexibility, and alignment with the research questions (Terry & Hayfield, 2020).

The process followed six key phases. The researcher reviewed the transcripts, coded important ideas, and grouped these codes into themes that reflected the teachers' experiences.

\*\*\*\*\*

### Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

These themes were then refined, clearly defined, and used to create a detailed presentation with direct participant examples. This method ensured that the analysis was systematic, thorough, and closely aligned with the experiences and challenges faced by public elementary teachers.

## RESULTS AND DISCUSSIONS

The study determined the experiences of public elementary teachers in San Dionisio, Iloilo, as a basis for developing an intervention program to enhance classroom management practices during the School Year 2025-2026.

The research method utilized in the study was qualitative in nature using semi-structured interviews. The research design was phenomenological, with data analyzed and interpreted through Thematic Analysis following Braun and Clarke's six-phase approach.

The participants of the study were ten (10) elementary teachers who have at least three years of teaching experience and handle advisory classes. The interview guide used was validated by experts and included questions on classroom management practices, challenges, and coping strategies. Formal letters were delivered to the school heads to request participation and schedule interviews during teachers' available time.

The researcher personally conducted the in-depth interviews. Voice recording and notes were employed for data collection, and photo documentation was taken with permission from the participants. All collected narratives were transcribed, consolidated, analyzed, and

\*\*\*\*\*

### Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*  
interpreted using thematic analysis to identify significant patterns and experiences related to classroom management.

The following are the findings of the study:

Based on the responses from the in-depth interviews, elementary teachers in San Dionisio reported diverse experiences in managing their classrooms that can serve as a basis for the design of an intervention program. Teachers emphasized clear rules, consistent routines, structured classroom systems, and nurturing relationships with learners. They highlighted the importance of creating a positive classroom climate where learners feel safe, supported, and motivated to participate.

During the interviews, teachers described classroom management challenges, including learner behavioral and emotional difficulties such as disruptive behavior, short attention spans, and peer conflicts. Differences in learning readiness, pace, and motivation were also highlighted as key challenges affecting classroom engagement. Contextual and environmental constraints such as limited instructional materials, large class sizes, home-related responsibilities, and irregular attendance were further identified as factors that complicate effective teaching and learning.

Coping strategies employed by teachers included the use of positive discipline and consistent guidance, which involved clear communication of rules, immediate and calm correction, and reinforcement through praise and rewards. Instructional adjustments and learner-centered strategies were also applied, including small group activities, interactive lessons, storytelling, and games. Teachers emphasized creativity and flexibility in using

\*\*\*\*\*

### **Editorial Team**

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### **Manuscript Editors / Reviewers:**

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*  
improvised or local learning materials to accommodate limited resources. Collaboration with parents and colleagues was frequently mentioned as essential for reinforcing behavior and supporting learners' needs, while maintaining a safe, respectful, and encouraging classroom atmosphere was considered fundamental.

Based on the analysis of teachers' classroom management practices, challenges, and coping strategies, the proposed intervention program focuses on three major components: Structured and Routine-Based Classroom Management, Positive, Nurturing, and Relationship-Centered Environment, and Adaptive, Learner-Centered, and Resourceful Practices. The program aims to strengthen teachers' classroom management skills, enhance learner engagement, and provide practical strategies to address behavioral, academic, and contextual challenges effectively. Teachers' experiences served as the foundation for designing activities and training sessions to create classrooms that are organized, inclusive, adaptive, and supportive of both teacher and learner success.

## Conclusion

Based on the findings, the following insights were drawn:

Public elementary teachers' experiences in classroom management reveal both challenges and opportunities. Effective classroom management requires structured rules, emotional support, and adaptive teaching strategies that respond to learners' behavioral, academic, and contextual needs. Teachers' ability to combine discipline, nurturing, and creativity fosters a positive and inclusive learning environment where students feel safe, motivated, and engaged.

\*\*\*\*\*

### Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

Support systems including collaboration with parents, colleagues, and school staff are necessary in guiding behavior, monitoring learner progress, and maintaining consistency between home and school, leading to improved academic and social outcomes. Overall, successful classroom management depends on clear expectations, relational trust, adaptive instruction, and structured support.

Teachers face the dual responsibility of maintaining classroom order while addressing learners' diverse needs and readiness gaps. Behavioral issues, short attention spans, peer conflicts, and varying motivation levels require consistent and calm guidance, emotional support, and differentiated instruction. Contextual and environmental constraints, such as limited resources, large class sizes, and home-related responsibilities, further complicate classroom management. Effective teaching in these conditions requires flexibility, creativity, and proactive strategies to ensure engagement, equity, and academic participation for all learners.

Successful management of classrooms depends on teachers' ability to integrate structured routines with learner-centered and adaptive approaches. Engaging instruction, use of hands-on or improvised materials, interactive group activities, and flexibility in lesson delivery help address behavioral and learning challenges. Teachers' effectiveness is further enhanced through collaboration, patience, reflective practice, and ongoing professional development.

\*\*\*\*\*

### **Editorial Team**

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### **Manuscript Editors / Reviewers:**

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*

# INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VII, Issue III

February 2026

Available online at <https://www.instabrightgazette.com>



\*\*\*\*\*

In summary, classroom success relies on a balance of structure, emotional support, adaptive pedagogy, and strong partnerships with parents and school stakeholders, creating a safe, orderly, and inclusive learning environment for all elementary learners.



\*\*\*\*\*

## **Editorial Team**

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### **Manuscript Editors / Reviewers:**

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



## References

- Adhikari, N. P. (2021). Pedagogical Approaches for an Effective Classroom Management. *Interdisciplinary Research in Education*, 6(1), 45–56. <https://doi.org/10.3126/ire.v6i1.43421>.
- Afifah, R.N.A. & Ifnuari, M.R. (2022). Teacher Strategies in Class Management to Improve Student Discipline in Elementary School. *JISAE: Journal of Indonesian Student Assessment and Evaluation*, 8(1), 1–9. <https://doi.org/10.21009/jisae.v8i1.24828>.
- Ahmed, N. (2024). The Role of Classroom Management in Enhancing Learners' Academic Performance: Teachers' Experiences. *Studies in Learning and Teaching*, 5(1), 202-218. <https://doi.org/10.46627/silet.v5i1.364>.
- Ali, M.K. & Hasanah, A. (2024). Challenges in Implementing Contextual Teaching and Learning: A Teacher Perspective Study. *HORIZON: Indonesian Journal of Multidisciplinary*, 2(2), 66-80. <https://doi.org/10.54373/hijm.v2i2.1706>.
- Ali, S. & Kanwal, Z. (2025). Efficacy of Classroom Management Strategies in Schools: Teachers' Perspective. *Academia International Journal for Social Sciences*, 4(3). <https://doi.org/10.63056/ACAD.004.03.0461>.
- Aldanese, P.G.B. & Limpot, M.Y. (2023). The Mediating Effects of Classroom Management and the Relationship between Differentiated Instruction in Teaching and Student Engagement. *Asian Journal of Education and Social Studies*, 44(4), 1-13. <https://doi.org/10.9734/ajess/2023/v44i4966>.

\*\*\*\*\*

### Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

Ama, L. & Duran, R. (2025). Extent of Stress Encountered and Coping Mechanisms in Relation to Teaching Performance among Teachers. *Psychology and Education: A Multidisciplinary Journal*, 33(10). <https://doi.org/10.70838/pemj.331001>.

Amsari, D., Wahyuni, E., & Fadhilaturrahmi, F. (2024). The Social Learning Theory Albert Bandura for Elementary School Students. *Jurnal Basicedu*, 8(2). [https://www.researchgate.net/publication/383453049\\_The\\_Social\\_Learning\\_Theory\\_Albert\\_Bandura\\_for\\_Elementary\\_School\\_Students](https://www.researchgate.net/publication/383453049_The_Social_Learning_Theory_Albert_Bandura_for_Elementary_School_Students).

Amer-Gumpal, R.M. & Basmayor, E.N. (2024). Classroom Management Skills of Teachers and Their Teaching Performance. *Psych Educ*, 19(5), 610–621. <https://doi.org/10.5281/zenodo.11106860>.

Asumbrado, S.J. (2024). Creating a Positive Learning Environment: A Closer Look at Classroom Management in Kindergarten. *International Journal of Innovative Science and Research Technology (IJISRT)*. <https://doi.org/10.38124/ijisrt/ijisrt24sep820>.

Bulatović, V.V. & Bogdanović, V.Ž. (2023). Student and Teacher Opinions on Class Sizes and Types of Assessment in Higher Education LSP Classrooms: A Pilot Study. *Методички видици*, 14(14-2), 161-181. <https://doi.org/10.19090/mv.2023.14.161-181>.

Catalano, M.G., Perucchini, P., & Vecchio, G.M. (2022). The Role of Teachers' Intelligence Conceptions, Teaching Beliefs, and Self-efficacy on Classroom Management Practices. *Ricerche di psicologia*, 1, 2022, 1-19. <https://doi.org/10.3280/rip2022oa13394>.

\*\*\*\*\*

## Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

## Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

Ceballos Vacas, E. & Rodríguez-Ruiz, B. (2023). How Do Teachers and Students Deal with Conflict? An Analysis of Conflict Resolution Strategies and Goals. *Revista De Investigación Educativa*, 41(2). <https://doi.org/10.6018/rie.547241>.

Clark, K.N., Blocker, M.S., Gittens, O.S., & Long, A.C. (2023). Profiles of Teachers' Classroom Management Style: Differences in Perceived School Climate and Professional Characteristics. *Journal of School Psychology*, 100, 101239. <https://doi.org/10.1016/j.jsp.2023.101239>.

Clores, A.O., Mallillin, C.F., Abay, J.R., & Paterno, K.V. (2023). Navigating Change: Exploring the Challenges and Coping Strategies of Elementary Teachers in the Transition from Modular to Face-to-face Classes. *International Journal of Research and Innovation in Social Science (IJRISS)*, 7(6), 11-18. <https://doi.org/10.47772/ijriss.2023.7602>.

Dacholfany, M.I., Antoni, R., Sulissusiawan, A., Rijal, S., Utiahman, A., Vanni Alam, H., & Bagea, I. (2024). The Effectiveness of Teacher Professional Development Program on Classroom and Behavior Management: A Systematic Review. *Journal of Education Culture and Society*, 15(2), 451–470. <https://doi.org/10.15503/jecs2024.2.451.470>.

Department of Education (2019). Classroom Observation Tool: Based on the Philippine Professional Standards for Teachers (PPST). <https://www.ritq.ph/files/COT.pdf>.

Domogen, J.C. (2023). Authenticity in Language Learning: A Study of Language Materials in Public High Schools. *OKARA: Jurnal Bahasa dan Sastra*, 17(2), 193-211. <https://doi.org/10.19105/ojbs.v17i2.8577>.

\*\*\*\*\*

## Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

## Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

Dumagyo, C.J.E. & Ponsades, O.P. (2024). Supportive Learning Environment and Assertive Classroom Management Strategies as a Contributing Factor of the Academic Resiliency of TLE Students. *Int. J. Innov. Sci. Res. Technol*, 9(6), 1067–1076. <https://doi.org/10.38124/ijisrt/ijisrt24jun1028>.

Elbancol, V.G.A. & Marquez, M.F. (2025). Classroom Management for Learners with Emotional and Behavioral Needs in Inclusive Education. *Journal of Education, Learning, and Management*, 2(1), 74–81. <https://doi.org/10.69739/jelm.v2i1.360>.

Ellovido, B.R.I. & Quirap, E.A. (2024). Teachers' Occupational Stress and Coping Mechanisms. *International Journal of Multidisciplinary Research and Analysis*, 7(3). <https://doi.org/10.47191/ijmra/v7-i03-49>.

Elkadi, E. & Sharaf, R. (2023). The Impact of Positive Discipline on Students' Well-being and Academic Achievement: A Case of International School in Cairo. *European Scientific Journal, ESJ*, 19(16), 1. <https://doi.org/10.19044/esj.2023.v19n16p1>.

Eriksen, E.V. & Bru, E. (2023). Investigating the Links of Social-emotional Competencies: Emotional Well-being and Academic Engagement among Adolescents. *Scandinavian Journal of Educational Research*, 67(3), 391–405. <https://doi.org/10.1080/00313831.2021.2021441>.

Eser, A. (2025). Classroom Management Statistics. *ZIPDO Education Report 2025*. <https://zipdo.co/classroom-management-statistics/>.

\*\*\*\*\*

## Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

## Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

Feder, M. (2022). Elementary vs. Secondary Education: What's the Difference and How That Can Impact Your Career. <https://www.phoenix.edu/blog/elementary-vs-secondary-education.html>.

Gupta, S. (2024). Promoting Inclusive Education Through Kounin's Theory: A Pathway to Achieving SDG 4. *Educational Administration: Theory and Practice*, 4705–4708. <https://elibrary.ru/item.asp?id=79224264>.

Habsy, B.A., Azizah, N.H., Viola, N.P., & Mahendra, W. (2023). The Role of Teachers in Creating an Effective Learning Environment with Interesting Classroom Management Methods. *TSAQOFAH*, 4(2), 545–566. <https://doi.org/10.58578/tsaqofah.v4i2.2305>.

Hasanah, M., Arafat, Y., Barni, M., Raya, A.T., & Aprilianto, A. (2024). Teachers' Strategies for Managing Disruptive Behavior in the Classroom during the Learning Process. *Nazhruna: Jurnal Pendidikan Islam*, 7(3), 628–645. <https://doi.org/10.31538/nzh.v7i3.7>.

Hasanov, M. & Brandišauskienė, A. (2025). The Expression of Positive Discipline in the Primary Classroom: A Case Study of One School. *Education Sciences*, 15(4), 490. <https://doi.org/10.3390/educsci15040490>.

Hasnanto, A.T. (2024). Effective Classroom Management to Create a Positive Learning Environment. *Journal Corner of Education, Linguistics, and Literature*, 4(001), 257–268. <https://doi.org/10.54012/jcell.v4i001.388>.

Hansel, C.A., Ottenbreit-Leftwich, A., Quick, J., Greene, A., & Ricci, M. (2024). Gradescope in Large Lecture Classrooms: A Case Study at Indiana University. *Journal of Teaching and Learning with Technology*, 13. <https://doi.org/10.14434/jotlt.v13i1.38519>.

\*\*\*\*\*

## Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

## Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

Horikoshi, K. (2023). The Positive Psychology of Challenge: Towards Interdisciplinary Studies of Activities and Processes Involving Challenges. *Frontiers in Psychology, 13*, 1090069. <https://doi.org/10.3389/fpsyg.2022.1090069>.

Ivanova, T.V. & Soshina, K.V. (2024). Development of Adaptive Coping Strategies of Students in a University Setting (A Case Study of the Educational and Practical Center for Conflict Resolution of Southwest State University). *14(3)*, 145–153. <https://doi.org/10.21869/2223-151X-2024-14-3-145-153>.

Jiang, S., Guo, L., & Tomek, S. (2024). Profiles of Teacher-student Relationships and Classroom Management Practices: How They Relate to Self-efficacy, Work Stress, and Classroom Climate. *International Journal of Educational Methodology, 10(2)*, 241–259. <https://doi.org/10.12973/ijem.10.1.1041>.

Jiboc, A.M. (2022). The Necessity of Using Adaptive Coping Mechanisms in the Context of Online Teaching. *BRAIN: Broad Research in Artificial Intelligence and Neuroscience, 13(1)*. <https://doi.org/10.18662/brain>.

Johler, M. (2022). Collaboration and Communication in Blended Learning Environments. *In Frontiers in Education (Vol. 7, p. 980445)*. Frontiers Media SA. <https://doi.org/10.3389/feduc.2022.980445>.

Kaehler, B. & Grundei, J. (2019). The Concept of Management: In Search of a New Definition. In HR governance: a theoretical introduction. Cham: Springer International Publishing. <https://www.researchgate.net/publication/326209797>.

\*\*\*\*\*

### Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

Karasova, J. & Nehyba, J. (2025). Novice Teachers' Classroom Behaviour Management: Situations, Responses, and Impact on Student Behaviour. *British Educational Research Journal*, 51(5), 2116–2141. <https://doi.org/10.1002/berj.4166>.

Khasinah, S., Nurdin, S., & Panjaitan, A.M. (2024). Managing Classroom: Teachers' Strategies and Challenges. *Pionir: Jurnal Pendidikan*, 13(2), 24–37. <https://doi.org/10.22373/pjp.v13i2.24134>.

Kim, J.H. (2024). Stress and Coping Mechanisms in South Korean High School Students: Academic Pressure, Social Expectations, and Mental Health Support. *Journal of Research in Social Science and Humanities*, 3(5), 45–54. <https://www.pioneerpublisher.com/jrss/article/view/808>.

Khasinah, S., Nurdin, S., & Panjaitan, A.M. (2024). Managing Classroom: Teachers' Strategies and Challenges. *Pionir: Jurnal Pendidikan*, 13(2), 24–37. <https://doi.org/10.22373/pjp.v13i2.24134>.

Maureal, K.G.F. & Villajos, J.A.D. (2023). Lived Experiences of Elementary Teachers on Classroom Management during In-person Classes: An Inquiry. *EPRA International Journal of Multidisciplinary Research (IJMR)*, 9(10). <https://doi.org/10.36713/epra14748>.

Masfufah, M., Darmawan, D., & Masnawati, E. (2023). Classroom Management Strategies to Improve Student Learning Achievement. *Manivest: Journal of Management, Economics, Entrepreneurship, and Investment*, 1(2), 214–228. <https://doi.org/10.37832/manivest.v1i2.81>.

\*\*\*\*\*

## Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

## Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

Maimona Tofeeq, F., Sohil, F., & Riffat, R. (2025). Teacher Practices of Proactive and Reactive Classroom Management Strategies Creating an Effective Learning Atmosphere. *Social Sciences & Humanity Research Review*, 3(4). <https://doi.org/10.63468/sshr.139>.

Narayan Prasad Adhikari (2021). Pedagogical Approaches for an Effective Classroom Management. *Interdisciplinary Research in Education*, 6(1), 45–56. <https://doi.org/10.3126/ire.v6i1.43421>.

Petrusheva, K. & Popeska, B. (2023). Classroom Management Practices: Methods and Approaches Applied for the Purpose of Students' Personal Development. *International Journal of Social Science and Human Research*, 6(12). <https://doi.org/10.47191/ijsshr/v6-i12-81>.

Ryan, R.M. & Deci, E.L. (2020). Intrinsic and Extrinsic Motivation from a Self-determination Theory Perspective: Definitions, Theory, Practices, and Future Directions. *Contemporary Educational Psychology*, 61, 101860. <https://www.sciencedirect.com/science/article/pii/S0361476X20300254>.

Sanchez, E.S. & Mananquil, G.V. (2024). Teachers' Coping Mechanisms in In-person Classes. *Polaris Global Journal of Scholarly Research and Trends*, 3(2), 33–41. <https://doi.org/10.58429/pgjsrt.v3n2a111>.

Szép, A., Dantchev, S., Zemp, M., Schwinger, M., Chavanon, M.L., & Christiansen, H. (2021). Facilitators and Barriers of Teachers' Use of Effective Classroom Management Strategies for Students with ADHD: A Model Analysis Based on Teachers' Perspectives. *Sustainability*, 13(22), 12843. <https://doi.org/10.3390/su132212843>.

\*\*\*\*\*

## Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

## Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

Sumiati, C. & Patilima, H. (2023). Teacher Strategies in Developing Positive Discipline in Kindergarten Children. *Journal of Early Childhood Education (JECE)*, 5(1), 39–54. <https://doi.org/10.15408/jece.v5i1.34415>.

Yonas, V., Rupia, C., & Onyango, D. (2023). Classroom Management Challenges Facing Teachers in Enhancing Students' Academic Achievement in Public Secondary Schools in Tarime District. *East African Journal of Education Studies*, 6(1), 22-37. <https://doi.org/10.37284/eajes.6.1.1048>.

Yoshida, F., Conti, G.J., Yamauchi, T., & Kawanishi, M. (2023). Learner-centeredness vs. Teacher-centeredness: How Are They Different? *Journal of Education and Learning*, 12(5), 1–12. <https://doi.org/10.5539/jel.v12n5p1>.

Yousuf, M.M., Shaheen, N., Kheri, N.A., & Fatma, G. (2023). Exploring Effective Classroom Management Techniques in English Teaching. *International Journal on Recent and Innovation Trends in Computing and Communication*, 11(10), 382–388. <https://doi.org/10.17762/ijritcc.v11i11.9772>.

Zafa, N. (2024). Analysis of Student Learning Readiness to Fulfill Achievements Independent Curriculum with Differentiated Learning. *Learning Jurnal Inovasi Penelitian Pendidikan Dan Pembelajaran*, 4(4), 992–998. <https://doi.org/10.51878/learning.v4i4.3452>.

Zamayla, M.P. & Labitad, G.F. (2025). Teachers' Classroom Management Practices and Learners' Behavior. *IJSAT-International Journal on Science and Technology*, 16(3). <https://doi.org/10.71097/ijSAT.v16.i3.8245>.

\*\*\*\*\*

### Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*

# INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VII, Issue III

February 2026

Available online at <https://www.instabrightgazette.com>



\*\*\*\*\*

Zamayla, M.P. & Labitad, G.F. (2025). Teachers' Classroom Management Practices and Learners' Behavior. *IJSAT-International Journal on Science and Technology*, 16(3). <https://doi.org/10.71097/ijst.v16.i3.8245>.



\*\*\*\*\*

## Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

## Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*