



## **Classroom Management and Discipline Practices to Teachers' Performance in Public Elementary School**

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### **ABSTRACT –**

The goal of classroom management is to create a supportive and conducive learning environment where children can thrive academically, socially, and emotionally. Effective classroom management goes beyond just maintaining order in the classroom; teachers play a crucial role in influencing their students' achievement and performance through good classroom management techniques. This study sought to find out the effect of classroom management and discipline practices to the teachers' performance in the Elementary public-school teachers in Cluster 1, Calauan, Laguna. The researcher utilized a descriptive correlation design using survey questionnaire. 217 public school elementary pupils were randomly selected to take part as respondents.

The respondents were asked to answer the Classroom Management and Discipline Practices to Teachers Performance face to face. The survey was administered during the fourth quarter of the school year 2024-2025. The result shows that the respondents are recognize teachers' adaptability, ability to maintain professional relationships, and use of effective strategies to create a disciplined and conducive learning environment. In addition, respondents perceived teachers who implemented positive discipline as having fostered a supportive and encouraging learning environment and viewed preventive discipline as effective in reducing behavioral issues before they escalated. Finally, respondents recognized teachers with strong instructional competence as having delivered clear, engaging, and well-organized lessons. Finally, there is a significant relationship between classroom management and discipline practices to the performance of the teachers.

**Keywords –** classroom management, discipline practices, teachers' performance

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### **Introduction**

According to Smith (2020), the goal of classroom management is to create a supportive and conducive learning environment where children can thrive academically, socially, and emotionally. Effective classroom management goes beyond just maintaining order in the classroom; teachers play a crucial role in influencing their students' achievement and performance through good classroom management techniques.

Smith (2020) argues that discipline and classroom management techniques have a direct impact on teachers' performance in several ways and are essential for fostering a positive learning environment. When teachers practice effective classroom management, they can focus more on instructing students and less on managing interruptions. This, in turn, allows them to conduct classes more effectively and meet learning objectives when their pupils are well-behaved and engaged. Classroom management plays a crucial role in creating a supportive and conducive learning environment where children can flourish academically, socially, and emotionally. It goes beyond simply keeping the classroom orderly; effective classroom management techniques significantly impact student achievement and performance (Malingin, et al, 2024).

Discipline and classroom management techniques significantly influence teachers' performance and are essential for fostering a positive learning environment. Effective classroom management allows teachers to focus more on instructing students rather than handling disruptions. Consequently, when students are well-behaved and actively engaged, teachers can conduct classes more efficiently and achieve learning objectives. Malingin, et al (2024) found that effective classroom management practices enable teachers to maintain control and create a conducive learning atmosphere, thereby enhancing their teaching effectiveness. As a classroom manager therefore, teacher should know how to manage the class and to teach the students to manage themselves with confidence occupied with humility to produced ideal output. This clearly indicates the classroom management is essential to effective teaching. Its purpose is to create an effective learning environment in which lesson operate smoothly, disruption is minimized and student can flourish if students are unruly, disruptive or simply not paying attention. It is impossible for the teacher to lead them through their lessons and for them to learn what they need to learn. In other words, successful management requires close supervision and monitoring of student's behavior. Consequently, it is imperative that the teacher let the students know that she is in change, this need not mean being tyrant, it simply means that the teacher clearly communicates academic and behavioral expectations to the students and then persist in reminding students of the importance of meeting those expectations. Nowadays, one of the difficulties in teaching is the pupil's behavior. The flow of teaching the lesson is often disrupted by those pupils who

are misbehaving. Rules and policies on this aspect of management must then be enforced consistently and consequences for breaking the rules and policies must be administered immediately.

As teachers particularly in the elementary grade having pupils' disciplinary problems is normal in any classroom setting. There are those who will test the teacher's ability and how well they can hold their temper. These are only some of the problems that teachers are experiencing which challenges the teacher's management practices.

## Objectives of the Study

As they know the effect of classroom management practices in the performance of the teachers and for other researcher this study can give them a further understanding about the effect of classroom management and discipline practices to teachers' performance and it may inspire and motivate them to conduct further studies in the field.

## Methodology

The researcher used Descriptive Correlational since the study aim to determine the effect of the classroom management and discipline practices on the performance of the teachers. The researcher used random sampling using Slovincs Formula in choosing respondents from the total population of 261 Elementary Grade 3 pupils in Cluster 1, District of Calauan, Division of Laguna.

The main instrument used in the study was a researcher-made questionnaire. The researcher constructed a questionnaire with three parts. The first part consisted of perceptions on classroom management, the second part was about discipline practices, and the third part focused on teachers' performance. To ensure the congruency and accuracy of the survey questionnaire, the researcher presented it to the thesis adviser and other panel members for corrections and suggestions on its enhancement.

The researcher requested content validation, which was conducted by one principal, one headteacher, one master teacher, and one English expert from the Calauan District to guarantee the quality of statements and their alignment to the subject matter under study. After a couple of days, the validated instruments were retrieved and edited.

Moreover, to measure the internal consistency of the items in the survey questionnaire, the researcher administered a pilot test to fifteen pupils before the actual conduct of the study. The data gathered from the pilot testing were subjected to Cronbach's Alpha. The researcher will make sure of the confidentiality of the respondents' results and information. The results of the data in the survey questionnaire will be within the researcher and thesis adviser. The respondents' names will also not be included in this paper

## Results and Discussion

**Table 1 Result of Reliability Testing.**

| <i>Subscales</i>                      | <i>No. of Items</i> | <i>Cronbach Alpha</i> | <i>Internal Consistensy</i> |
|---------------------------------------|---------------------|-----------------------|-----------------------------|
| <b>Classroom Management Practices</b> |                     |                       |                             |
| Lecture Method                        | 8                   | .742                  | Accepted                    |
| Discussion Method                     | 8                   | .765                  | Accepted                    |
| Demonstration                         | 8                   | .742                  | Accepted                    |
| Brainstorming                         | 8                   | .879                  | Good                        |
| Role Plays                            | 8                   | .655                  | Accepted                    |
| <b>Classroom Discipline</b>           |                     |                       |                             |
| Positive Discipline                   | 8                   | .854                  | Good                        |
| Preventive Discipline                 | 8                   | .826                  | Good                        |
| <b>Teachers Performance</b>           |                     |                       |                             |
| Instructional Competence              | 8                   | .838                  | Good                        |
| Motivation in Learning                | 8                   | .731                  | Good                        |
| Teachers Pedagogy                     | 8                   | .730                  | Good                        |

|                                  |   |      |            |
|----------------------------------|---|------|------------|
| Teacher – Student Relationship   | 8 | .774 | Acceptable |
| Teachers Instructional Materials | 8 | .852 | Good       |

Table 1 The instrument underwent an internal consistency test to assess the reliability of the data gathered during its pilot testing. The level of consistency of the validated research instrument was shown in table 1, in terms of classroom management practices, indicators under lecture method, discussion method, demonstration and role play were accepted after obtaining a Cronbach's alpha value of 0.742, 0.765, 0.655 and brainstorming were good after obtaining Cronbach's alpha values of 0.879. As to classroom discipline, all indicators in terms of preventive discipline and preventive discipline were found to be good correspondingly with Cronbach's alpha of 0.854, and 0.826.

Likewise, teachers' performance indicators also underwent an internal consistency test. It was found that indicators under instructional competence, motivation in learning, teachers' pedagogy, and teachers' instructional materials were all good with Cronbach's Alpha values of 0.838, 0.731, 0.730, 0.928, and 0.852 correspondingly while teacher-student relationship were found to be acceptable with Cronbach's Alpha values of 0.774.

**Table 2. Teachers' Teaching Methodology and Classroom Management Practices Regarding the Lecture Method**

| Indicators   | Mean | SD   | Interpretation   |
|--|------|------|------------------|
| The teacher uses lecture method in Classroom management enables to...                |      |      |                  |
| 1.give clear explanation in class discussion.  | 4.69 | 0.50 | Highly Practiced |
| 2.maintain pupils focus in the discussion.   | 4.62 | 0.58 | Highly Practiced |
| 3.encourages pupils to participate in the discussion and other classroom activities. | 4.54 | 0.65 | Highly Practiced |
| 4.presents lessons clearly from easiest to the most difficult.                       | 4.54 | 0.66 | Highly Practiced |
| 5.motivates pupils to work patiently and efficiency using their own abilities.       | 4.60 | 0.62 | Highly Practiced |
| 6.convey critical information, history, background, theories, and equations.         | 4.52 | 0.73 | Highly Practiced |
| 7.clarify and organize difficult concepts.   | 4.53 | 0.63 | Highly Practiced |
| 8.appeal to those learners who learn by listening.                                   | 4.65 | 0.58 | Highly Practiced |
| Overall  | 4.59 | 0.62 | Highly Practiced |

Table 2 The data strongly support the idea that the lecture method is a predominant and effective strategy in classroom management, as reflected in its high mean rating of 4.59. This high rating suggests that a majority of pupils perceive lectures as beneficial for maintaining order, improving comprehension, and fostering engagement. The relatively low standard deviation of 0.62 further underscores the consistency of these responses, indicating that there is little variation in how pupils view this teaching method.

A closer examination of specific indicators reveals valuable insights into why pupils favor the lecture method. The highest-rated aspect (4.69) is the ability of teachers to provide clear explanations during class discussions. This suggests that students particularly appreciate well-structured and articulate lessons, where information is conveyed in a straightforward and understandable manner. Effective communication appears to be a critical factor in maintaining pupils' attention and facilitating their learning experience.

On the other hand, the lowest-rated indicator, scoring 4.52, pertains to delivering complex information such as critical details, historical contexts, theories, and mathematical equations. While this score remains high, the slight dip compared to other indicators implies a minor variation in how students perceive the effectiveness of lectures when it comes to conveying intricate or abstract concepts. Some students might struggle with grasping complex information solely through lectures, highlighting a potential area for improvement in instructional methods.

The standard deviations for all indicators range from 0.50 to 0.73, reflecting a strong consensus among respondents. The relatively small spread of responses indicates that most pupils share similar views regarding the effectiveness of the lecture method. This further reinforces the notion that lectures are not only widely practiced

**Table 3. Teachers' Classroom Management Practices Regarding Positive Discipline**

| Indicators  | Mean | SD   | Interpretation   |
|---|------|------|------------------|
| Inside the Classroom my teacher disciplined us by: (Positive Discipline)  |      |      |                  |
| 1. notices misbehavior that is non-disruptive to class.   | 4.51 | 0.62 | Highly Practiced |
| 2. using nonverbal signals to stop misbehavior.   | 4.51 | 0.65 | Highly Practiced |
| 3. uses self - assessment forms to evaluate my behavior in the classroom.                                       | 4.43 | 0.76 | Practiced        |
| 4. reporting inappropriate behavior to the parents.   | 4.56 | 0.66 | Highly Practiced |
| 5. informing parents our good behavior.   | 4.63 | 0.58 | Highly Practiced |
| 6. ensuring that we are in harmony both with themselves and the environment.                                    | 4.55 | 0.64 | Highly Practiced |
| 7. managing our misbehaving in the classroom, rather than using punishment or rewards.                          | 4.50 | 0.68 | Practiced        |
| 8. helping us to foster wisdom for life, as this concept integrates liberal knowledge and educational interest. | 4.65 | 0.57 | Highly Practiced |
| Overall   | 4.54 | 0.64 | Highly Practiced |

Legend: 4.50-5.00 Highly Practiced/, 3.50-4.49 Practiced, 2.50-3.49 Moderately Practiced/, 1.50-2.49 Less Practiced/, 1.00-1.49 Not at all Practiced

Table 3 The data demonstrates that respondents consider teachers' Positive Discipline practices to be effective and frequently applied. The highest mean score (4.65) corresponds to "Helping us to foster wisdom for life by integrating liberal knowledge and educational interest." This highlights the strong impact of Positive Discipline in promoting lifelong learning and holistic development. It is essential for nurturing lifelong wisdom, as it merges expansive knowledge with meaningful educational involvement. By regularly incorporating diverse academic perspectives into their studies, students enhance their ability to think critically, spark intellectual curiosity, and gain a deeper comprehension of the world around them. The lowest mean score (4.43) relates to "Using self-assessment forms to evaluate behavior in the classroom." While still categorized as "Practiced," this aspect is less frequently utilized or as effective compared to other Positive Discipline strategies because it represents a consistent method for encouraging students to be mindful of their actions and take ownership of their behavior. By frequently evaluating themselves, students develop critical reflection skills, identify ways to improve, and cultivate a sense of responsibility. With an overall mean of 4.54, Positive Discipline practices are generally regarded as "Highly Practiced," showcasing their effectiveness in fostering harmony, effective communication, and collaboration among teachers, students, and parents. This data underscores the method's success in cultivating wisdom and engagement, while also suggesting opportunities to enhance the use of self-assessment tools and due to their proactive and respectful strategies for shaping student behavior. This approach prioritizes teaching self-regulation, accountability, and problem-solving skills instead of relying on punishment, fostering a constructive and supportive learning atmosphere.

**Table 4. Level of Teachers' Performance in Terms of Pedagogy**

| Indicators   | Mean | SD   | Interpretation |
|--|------|------|----------------|
| In Teachers Pedagogy my teacher is:  |      |      |                |
| 1. flexible to adapt the given curriculum to the needs of the learner.                                 | 4.63 | 0.56 | Very Competent |
| 2. knows how personality affect teaching.  | 4.61 | 0.57 | Very Competent |
| 3. know how to establish and maintain professional relationships with students and parents.            | 4.64 | 0.58 | Very Competent |
| 4. Did not force us to learn if is not yet ready to learn.   | 4.54 | 0.64 | Very Competent |
| 5. uses effective strategies and techniques that actively engage in the learning process.              | 4.59 | 0.64 | Very Competent |
| 6. adapt the given curriculum to the needs of the learner.   | 4.59 | 0.60 | Very Competent |
| 7. plans the activities of his class for a week and posts it.  | 4.56 | 0.61 | Very Competent |
| 8. stimulates the learning of the subject matter in an atmosphere where we enforce highly disciplined. | 4.66 | 0.56 | Very Competent |
| Overall  | 4.56 | 0.62 | Very Competent |

Legend: 4.50-5.00 Very much Practiced/, 3.50-4.49 Practiced, 2.50-3.49 Moderately Practiced/, 1.50-2.49 Less Practiced/, 1.00-1.49 Not at all Practiced

Table 4 The data reflects that respondents perceive teachers' pedagogy as highly effective and proficient in various areas. A highly skilled teacher in pedagogy significantly improves classroom management. By being adaptable in instruction, building strong relationships, and planning lessons effectively, they create a structured yet dynamic learning environment. When educators recognize student needs, encourage mutual respect, and implement engaging strategies, they reduce disruptions and make learning more impactful.

The highest mean score (4.66) is associated with "Stimulating the learning of the subject matter in an atmosphere of high discipline." This highlights teachers' ability to create an organized and focused learning environment that promotes subject mastery. Creating an engaging learning experience within a highly disciplined environment is recognized as Very Competent because it demonstrates the teacher's ability to combine structured guidance with

effective instruction. A well-managed classroom fosters concentration, reduces interruptions, and helps students develop accountability for their own learning.

The lowest mean score (4.54) relates to "Did not force us to learn if we are not yet ready to learn." While still rated as "Very Competent," this indicates a slightly lower emphasis compared to other aspects of pedagogy, yet it reflects a thoughtful and considerate teaching approach. When students are not forced to learn, they develop intrinsic motivation, leading to deeper engagement with lessons and creating a stress-free learning atmosphere helps students feel more confident and open to learning when they are ready.

With an overall mean of 4.56, teachers' pedagogy is consistently regarded as "Very Competent," because it reflects their ability to effectively adapt teaching methods, engage students, and create meaningful learning experiences. Their approach fosters a well-structured, student-centered environment that encourages both academic growth and personal development. By demonstrating expertise in curriculum adaptation, relationship-building, and instructional strategies, teachers ensure that learning remains dynamic, inclusive, and responsive to student needs.

**Table 5. Significant Relationship Between Classroom Management Practices, Methods of Teaching, and Teachers' Performance**

| Classroom Management Practices in terms of the Methods of Teaching | Teachers Performance       |                |                   |                                |                                   |
|--|----------------------------|----------------|-------------------|--------------------------------|-----------------------------------|
|  | Instructional Competence ; | Motivation     | Teachers Pedagogy | Teacher – Student Relationship | Teacher's Instructional materials |
|  | <u>r-value</u>             | <u>r-value</u> | <u>r-value</u>    | <u>r-value</u>                 | <u>r-value</u>                    |
| Lecture Method;  | .768**                     | .738**         | .793**            | .785**                         | .808**                            |
| Discussion Method;   | .768**                     | .738**         | .793**            | .785**                         | .808**                            |
| Demonstration Lesson;  | .845**                     | .781**         | .784**            | .816**                         | .803**                            |
| Brainstorming and  | .822**                     | .779**         | .813**            | .811**                         | .812**                            |
| Role Plays   | .807**                     | .755**         | .835**            | .813**                         | .804**                            |

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Table 5 presents correlation values (r-values) that indicate the strength of the relationship between different methods of teaching and various aspects of teacher performance, including instructional competence, motivation, pedagogy, teacher-student relationships, and instructional materials. The data reveals that Demonstration Lessons have the strongest correlation with instructional competence ( $r = 0.845^{**}$ ), suggesting that hands-on teaching techniques significantly enhance the ability of teachers to convey and apply knowledge effectively. Similarly, methods such as Brainstorming and Role Plays exhibit high correlations across all performance metrics, particularly in promoting motivation and fostering better teacher-student relationships. Comparatively, while Lecture Method and Discussion Method maintain strong and statistically significant correlations, their r-values are slightly lower than those of more interactive methods like Brainstorming and Demonstration Lessons. This highlights the advantage of dynamic and participatory teaching techniques in improving overall teacher performance.

These findings align with existing research that emphasizes the importance of diverse teaching strategies in fostering effective learning environments. (Clarke 2018) have highlighted the role of interactive methods, such as demonstration and brainstorming, in engaging students and enhancing teacher efficacy. Lessons through demonstration work the best. when educators intentionally monitor students in accordance with established learning goals and conceptual framework of pupils.

(Cullen, 2018) reports that Brainstorming is a very useful activity to facilitate learners in employing their knowledge, which can be developed in the classroom activity. He also points out that this kind of activity is more dynamic and enjoyable since every student is given the chance to speak or write their opinion ideas or comment.

Moreover, the positive correlation across all metrics underscores the multifaceted impact of teaching methods on performance, extending beyond instructional competence to interpersonal and material-focused aspects of teaching.

Based on these findings, schools and educational institutions should consider emphasizing interactive teaching strategies like Demonstration Lessons and Brainstorming in teacher training programs. By incorporating these methods into classroom management practices, educators can improve not only their instructional competence but also their ability to inspire motivation and build meaningful relationships with students.

The study highlights the critical role of classroom management practices, particularly methods of teaching, in enhancing teacher performance. The statistically significant correlations underline the importance of adopting varied and effective teaching strategies to achieve optimal educational outcomes.

**Table 6. Significant Relationship Between Classroom Management Practices, Discipline Practices, and Teachers' Performance**

| Teacher's Classroom Management Practices | Teachers' Performance     |            |                   |                                |                                   |
|--|---------------------------|------------|-------------------|--------------------------------|-----------------------------------|
|  | Instructional Competence; | Motivation | Teachers Pedagogy | Teacher – Student Relationship | Teacher's Instructional materials |
|  | r-value                   | r-value    | r-value           | r-value                        | r-value                           |
| Positive Discipline                      | .856**                    | .804**     | .846**            | .808**                         | .784**                            |
| Preventive discipline                    | .854**                    | .852**     | .852**            | .819**                         | .835**                            |

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Table 6 This table displays correlation values (r-values) that highlight the connection between classroom management strategies—Positive Discipline and Preventive Discipline—and various elements of teacher performance. These elements include instructional effectiveness, motivation, teaching approaches, relationships with students, and the use of instructional materials.

The r-values offer insights into the degree and direction of these relationships. Strong positive correlations suggest that well-implemented classroom management techniques enhance teacher performance, leading to improved teaching quality, higher motivation, refined pedagogical strategies, and better student engagement. Additionally, the effectiveness of instructional materials may be influenced by structured and well-managed classrooms.

Examining these correlations helps educators understand how classroom management contributes to overall teaching success. Recognizing these patterns enables teachers to refine their approaches, ensuring that Positive Discipline and Preventive Discipline complement each other in creating a supportive, organized, and engaging learning environment. These findings reinforce the significance of well-executed classroom management in fostering effective teaching practices.

Positive Discipline exhibits the highest correlation with Instructional Competence ( $r = 0.856^{**}$ ) and Pedagogy ( $r = 0.846^{**}$ ). This suggests that when teachers consistently implement positive discipline strategies, they enhance their ability to instruct effectively by fostering a respectful learning atmosphere. Positive discipline allows teachers to apply student-centered approaches, reinforcing active engagement and learning.

Preventive Discipline shows the strongest correlation with Instructional Materials ( $r = 0.835^{**}$ ) and Motivation ( $r = 0.852^{**}$ ). This indicates that proactively addressing classroom discipline promotes better preparation and motivation among teachers and addressing behavioral issues proactively supports engaging instructional techniques and motivated student participation. Both disciplinary approaches yield high correlations across the board, demonstrating their importance in improving teacher performance.

The study underscores the crucial role of classroom management practices, particularly discipline-focused strategies, in enhancing teacher performance. The strong positive correlations highlight the value of integrating Positive and Preventive Discipline into professional development programs for educators. This data confirms that an integrated approach, combining Positive Discipline and Preventive Discipline, leads to more effective teaching, improved student engagement, and stronger classroom management overall. Preventive strategies minimize disruptions, while Positive Discipline reinforces responsibility and cooperation, creating an optimal learning environment.

## Conclusion

Based on the findings of the study the following conclusion was drawn.

- 1.The test of correlation between classroom management as to Methods of Teaching revealed significant relations with teachers' performance therefore the null hypothesis that there is no significant relationship between the above-mentioned variables is not supported.
- 2.The test of correlation between classroom management as to Discipline Practices revealed significant relations with teachers' performance therefore the null hypothesis that there is no significant relationship between the above-mentioned variables is not supported.

## Recommendation

Based on the findings and conclusion, the researcher formulates the following recommendations:

- 1.The teachers may conduct surveys and questionnaires to measure effectiveness, use observational studies to compare perceptions with actual classroom interactions and analyze student performance data to evaluate teaching method impact.

2. School administrations should evaluate how well teachers explain concepts and manage lesson, compare perspectives from fellow teachers and assess how teachers manage conflicts and promote inclusivity.
3. School administrations should gather perceptions on discipline practices and their impact on classroom engagement and teacher-student interactions.
4. Future researchers may use teacher as respondents in this study instead of learners because they are the ones enforcing rules and strategies, their perspective is crucial in assessing the effectiveness of disciplinary practices. They can offer valuable feedback on whether policies are practical and sustainable.

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