

**Classroom management practices and issues
in public junior high schools using the positive learning framework**

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ABSTRACT

This study determined the classroom management practices and issues experienced by public junior high school teachers in selected coastal schools in Catmon, Cebu. Anchored on the Positive Learning Framework developed by Tim McDonald, it focused on teachers' practices across prevention through self-awareness and management planning, prevention: lesson design, and corrective actions, as well as the common classroom issues encountered. Respondents were teachers in selected public junior high schools in coastal area and were selected using Cochran's Formula to ensure an adequate and representative sample size. Distributed across three schools, with 51% coming from Catmon Integrated School, 36% from Catmon National High School, and 8% from Macaas National High School. The study utilized a descriptive–correlational research design with a researcher-made survey questionnaire as the primary data-gathering instrument. Frequency and percentage were employed to describe the demographic profile of the respondents and common classroom management issues, while the weighted mean was used to determine the level of classroom management practices based on three phase model of the Positive Learning Framework. Furthermore, the Pearson Product–Moment Correlation was used to examine the significant relationship between classroom management practices and the issues encountered by teachers. Results revealed a high level of classroom management practices, although challenges such as absenteeism, arriving late, failure to submit assignments on time, and talking or disrupting during lessons persisted. An action plan was proposed.

Keywords: Classroom Management Practices, Positive Learning Framework, Preventive Strategies, Corrective Actions, Public Junior High Schools.

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INTRODUCTION

Classroom management is acknowledged as being the foundational piece of successful teaching and learning by fostering an orderly, respectful and nurturing environment which promotes students' academic growth, social growth and personal growth. In most public junior high schools however, teachers are challenged by changing student behaviors, increased class sizes and the increasing ability to use technology and social media; these factors create

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additional challenges for teachers attempting to keep their students engaged and under control. With these factors, it can be difficult for teachers to manage their classrooms creating more stress and fatigue on the teacher while decreasing the quality of instruction given to the students as well as the quality of learning of the students as a result of the lack of quality instruction. By implementing the Positive Learning Framework, teachers have an opportunity to effectively manage their classrooms through proactive, student-centered strategies that focus on positive discipline, building strong teacher/student relationships and developing students' social and emotional skills. The research demonstrates that this type of approach to classroom management not only creates a more positive classroom environment with regard to student behavior and student engagement but also builds the teacher's job satisfaction level; therefore, positive learning should be at the heart of classroom management within the public junior high school (Wilkins et al., 2023).

Overall, research associated with classroom management supports the premise that proactive positive strategies create a more successful learning environment and improved student outcomes; for example, studies conducted in the Philippines have shown a strong correlation between the classroom management practices of teachers and the behavior and engagement levels of their students, indicating that the establishment of clear routines, reinforcement of classroom rules and structure to their classroom management strategies support an increase in student conduct and heightened level of attention and focus (Jayme & Tantiado, 2025; Alimahan & Ubayubay, 2025). Eliseo (2024) indicates that there has been a body of research showing that implementing positive discipline by promoting positive behaviors, establishing daily routines and providing support for children's overall development is associated with improved academic success and reductions in disruptive behaviors in Philippine schools, showing the advantages of utilizing positive approaches. Villason (2025) similarly states that research conducted in junior high schools in the Compostela West District has found that reinforcing positive behaviors through the provision of a positive learning environment develops accountability and intrinsic motivation to learn in students; however, problems associated with teacher training and low parental involvement can affect the efficiency of these approaches. However, literature has also identified limitations in the research conducted on positive discipline and calls for more rigorous studies into the application of positive discipline strategies across different classroom settings. Existing studies tend to be descriptive rather than experimental in nature, indicating that positive discipline methods should be considered as part of the larger classroom management system (Soheili et al., 2016 as reviewed in MDPI, 2025). Also, within an empirical context pertaining to the Philippines, studies have demonstrated in actuality that classroom misbehavior occurs and/or classroom management issues exist; therefore, some of those studies also attempt to quantify these behaviors and/or classroom management practices. In addition, one study involving 189 kindergarten students in the Santa Ignacia North District, Tarlac found that seeking attention was the most frequently occurring misbehavior, while running around the classroom, disrupting the class, defying authority, throwing tantrums and yelling are the other most frequently occurring issues related to misbehavior. According to Nanit (2020), a number of behaviors showed a statistically related decline in the performance level of early childhood development in numerous domains. In different public elementary schools, there were common perceptions regarding absenteeism, laziness and "naughtiness" even among those teachers with intermediate pupils whose behavior was perceived as exhibiting the most common behavioral problems (Amado and Guerra, 2018). Most recently, a study across multiple districts within the Division of Misamis Oriental found that both teachers and students rated classroom management practices as "at all times" indicating that positive management techniques were being implemented on a consistent basis (Alimahan and Ubayubay, 2025). Furthermore, there have been studies linking the behaviours of learners as well as self-efficacy with the

effectiveness of management practices (Sumastre and Oco, 2025) or the academic performance of students (Paulines and Tantiado, 2024).

Although there have been numerous studies that have made a contribution to the knowledge base, there are still important gaps in the research. Many of the quantitative efforts have focused largely on early childhood and elementary level settings in which the social, developmental, and behavioral dynamics differ substantially from those present at the junior high school level (JHS). In particular, the developmental and social challenges faced by adolescents, such as developing peer relationships, autonomy, and identity formation, lead to the differentiation of behaviors displayed in junior high compared to elementary school (Eccles & Roeser, 2011). Therefore, findings from the early childhood and elementary school settings are not likely to be appropriate for the junior high school context. Although some research has recently reported classroom management practices and/or general behavior of students in secondary schools, little research has systematically documented the frequency and specific types of behavior problems such as distractions, disengagements, misuse of technology, absenteeism, and defiance of authority that occurs in public junior high school systems (Jayme and Tantiado, 2025; Espinal & Paglinawan, 2025).

Moreover, following the return to fully face-to-face/in-person classes in the Philippines as a result of the COVID-19 pandemic, teachers have noted a marked change in student behavior, motivation level, and the dynamics of their classrooms (Bughao, 2024). However, the amount of comprehensive empirical data that provides evidence of the impact of these changes caused by pandemic-related issues on classroom management-related issues in Philippine public junior high schools is still limited.

To address these gaps, the purpose of the present study, “Classroom Management Practices and Issues in Public Junior High Schools Using Positive Learning Framework (PLF),” is to provide empirically-based evidence that is timely and relevant based on the current classroom environment. This study will systematically examine the frequency of many different types of management issues (misbehavior, distraction, disengagement, absenteeism, etc.) experienced by teachers, as well as their classroom management practices in public junior high school classrooms post-pandemic. The study will use the Positive Learning Framework to provide a lens to examine positive relationships, structured routines, supportive atmosphere and proactive management strategies, all of which are identified in the literature by both global and local researchers as being essential. The findings of this study will assist in teacher training, policy development, and the design of interventions that are relevant to the context of the classroom management in order to improve the classroom management of teachers and provide a safe, positive, productive learning environment for junior high school learners in the Philippines.

Statement of the problem

This study determined the classroom management practices and issues of public junior high school teachers using the Positive Learning Framework as a basis. Specifically, it sought to answer the following questions:

1. What is the level of classroom management practices of public junior high school teachers based on the Positive Learning Framework in terms of phase 1: prevention, self-awareness and management plan; phase 2: prevention, lesson design; and phase 3: corrective actions?
2. What are the common classroom management issues experienced by public junior high school teachers?

3. Is there a significant relationship between classroom management practices of the public junior high school teachers as anchored on the Positive Learning Framework (PLF) such that phase 1: prevention, self-awareness and management plan and phase 2: prevention, lesson design; phase 1: prevention, self-awareness and management plan and phase 3: corrective actions; and phase 2: prevention, lesson design and phase 3: corrective actions?
4. Is there a significant relationship between the level of classroom management practices and issues experienced by public junior high school teachers?
5. Based on the results, what action plan can be proposed?

METHODOLOGY

This study was conducted using a descriptive-correlational research design and a quantitative survey method, which allowed the researcher to examine the practices and issues of classroom management in public junior high schools within the context of the Positive Learning Framework (PLF) during the 2025-2026 school year. The descriptive component of the design enabled the systematic collection of numeric data about the implementation of classroom management practices in actual classroom settings. According to Creswell (2014), quantitative research utilizes numerical data to conduct statistical analysis in order to determine the relationship between variables. A descriptive research design was appropriate for this study because it describes current conditions of classroom management practices and issues in real-life situations without manipulating any variables (Best, 1970, as cited in Cohen et al., 2018). This design was therefore suitable for providing insight into the classroom management practices of teachers in everyday school settings.

The survey method was employed because it allowed for the collection of information from a large number of respondents and provided the opportunity to generalize findings related to teachers' classroom management practices, from perspectives and behaviors, across a broad group of teachers (Cohen et al., 2018). The correlational aspect of the study further allowed the researcher to analyze the strength and direction of the relationships between classroom management practices and the issues teachers encountered when managing their classrooms. Creswell (2014) and Cohen et al. (2018) explain that correlational research methods are commonly found within education studies and are used to analyze relationships between variables without establishing causal relationships.

The study was guided by the Input-Process-Output (IPO) framework, through which the researchers systematically investigated teachers' concerns and classroom management practices, with the Positive Learning Framework directing the overall inquiry. Once the research was completed and appropriate permissions had been obtained from the relevant school authorities to ensure that ethical standards were met and institutional cooperation was secured, data were gathered through surveys of junior high school teachers to compile a relevant quantitative analysis of their classroom management issues and practices. The responses received were collected and coded by the researcher as the foundational groundwork for the study. The data were then analyzed to determine the relationship between teachers' classroom management practices and their classroom issues through statistical tests and correlation analysis, which identified effective management strategies, the most prevalent classroom management problems, and the management practices that were effective at reducing classroom problems. Finally, the researcher developed an action plan based on the information gained from the analysis for the purpose of improving classroom management practices using the Positive Learning Framework and addressing the identified issues of classroom management in public junior high schools.

The study was conducted among junior high school teachers in selected junior high schools from Catmon District, Catmon, Cebu, Philippines, a second-class municipality located approximately 66 km north from Cebu City. The selected junior high schools included Catmon Integrated School (CIS), Catmon National High School (CNHS), and Macaas National High School (MNHS). The selection of these three schools was deliberate, as they represent a large range in school sizes and types, thereby allowing for a more comprehensive representation of classroom management practices and issues as experienced by junior high school teachers across the district. The municipality of Catmon is a coastal municipality bordered to the north by Sogod, to the west by Tabuelan, to the east by the Camotes Sea, and to the south by Borbon. Catmon is primarily an agricultural municipality driven by fishing and agriculture, with the major agricultural products being coconut, corn, and root crops. The municipality has also preserved many of its cultural heritage sites and traditions and developed community-based livelihood activities that demonstrate the resiliency of its people. The inclusion of junior high schools located in different contexts within Catmon was intended to account for differences in school size, school location, and community environment, thereby allowing the study to better understand how classroom management practices are implemented in real-life situations and how teachers commonly experience shared issues in the classroom.

The participants of the research were teachers from junior high schools at three different coastal locations in Catmon, including Catmon Integrated School, Catmon National High School, and Macaas National High School, throughout the academic year 2025-2026. The study included the complete population of $N = 95$ teachers across the three participating public secondary schools, consisting of 51 teachers at Catmon Integrated School, 36 teachers at Catmon National High School, and 8 teachers at Macaas National High School. Cochran's formula, applied at a 95% level of confidence and a 5% margin of error, was used to calculate a statistically representative sample size. Based on these calculations, the required sample size was determined to be $n = 86$ teachers, who were then allocated proportionally to the three schools according to their respective population distributions. Accordingly, 45 teachers were selected from Catmon Integrated School, representing 52.33% of the total sample; 33 teachers were selected from Catmon National High School, representing 38.37%; and 8 teachers were selected from Macaas National High School, representing 9.30%, yielding a total sample of $n = 86$ teachers.

The population for this study consisted of only those teachers actively working within public junior high schools located within the Catmon District of Cebu during the time of data collection. Participation in the study was completely voluntary, and any teacher who agreed to participate and signed an informed consent document formed part of the final sample of respondents. The background of each participating teacher was assessed on several measures, treated as independent variables, including gender, age, years of experience in teaching, educational attainment, any training in classroom management, number of students enrolled in each teacher's class, and the teacher's perceptions of students' troubling behaviors. The results for the teachers by sex indicated that the overwhelming majority of the respondents were female (68.60%), compared to 27.91% who were male and 3.49% who chose not to disclose their sex, thereby demonstrating that females constitute a predominant workforce within the participating schools. Gender distribution revealed that the majority of teachers were relatively young, with 45.3% aged 26 to 30 and 29.1% aged 31 to 35, suggesting that many teachers participating in this study are in the early stages of their careers and have not yet fully developed their teaching styles. Data regarding the number of years of employment indicated that the majority of participating teachers have been employed as teachers for only 1 to 3 years (43.0%), with 24.4% having taught for 7 to 9 years, which supports the observation that most of the

participating teachers are in the formative or very early stages of their teaching careers while a significant proportion are in the moderate stage of building their professional experience. With respect to educational attainment, the majority of respondents held a bachelor's degree (88.4%), while 11.6% held a master's degree, verifying that most teacher respondents are only beginning to advance their education at the postgraduate level. A majority of the respondents (75.6%) reported having received extensive formal training in classroom management, while 20.9% had received no training and 3.5% reported having received some type of training, indicating that despite variations in classroom management training, most teachers possess foundational knowledge in classroom management. In terms of class size, most respondents reported having from 30 to 50 students (76.7%), which reflects relatively large class sizes that present additional challenges related to classroom management.

The primary research instrument for this study was a researcher-made survey questionnaire grounded in the Positive Learning Framework (PLF) by Tim McDonald (2013). To establish content validity, clarity, and congruence with the framework, the researcher consulted prior instruments and related studies during the development of the instrument. Specifically, data from previous studies related to classroom management tools and positive behavior frameworks were drawn upon, including Flores' (2022) work on classroom management practices by junior high school teachers during online distance learning, which provided real-world examples of teacher techniques and struggles in managing their classrooms. Additionally, Santander and Nabos (2024) provided examples of how teachers self-assess and evaluate lesson designs in public schools. The researcher adapted relevant features from these reviewed instruments and studies toward the Positive Learning Framework, including rewording, elaborating on, or contextualizing items to align with the Filipino public junior high school setting, and adding new items that reflect features unique to the PLF such as restorative practices, escalation awareness, and reflective practice. The final instrument consists of 50 items separated into three sections representing the three phases of the PLF: Prevention (Self-Awareness and Management Plan Phase), Prevention (During the Lesson Design Phase), and Corrective Action Phase. Each item was rated on a 5-point Likert scale ranging from strongly agree (5) to strongly disagree (1) to assess how often teachers implemented classroom management practices according to the Positive Learning Framework.

Since the research instrument was researcher-made, procedures were followed to demonstrate both its validity and reliability. Once the questionnaire had been constructed based on the Positive Learning Framework by Tim McDonald (2013), it was submitted for validation to a panel of experts in education and classroom management, who evaluated the questionnaire on the basis of the relevance of the content, clarity of statements, appropriateness of language, and alignment with the Positive Learning Framework. The expert validators' comments and suggestions were reviewed, and necessary revisions were incorporated to improve the instrument's validity and reliability. Following expert validation, the revised questionnaire was pilot tested to evaluate the reliability of the instrument. The pilot test was administered to a group of respondents with similar characteristics to the actual study participants but who were not included in the final study's data. The data from the pilot test were analyzed using appropriate statistical techniques to calculate the internal consistency of the instrument, and the results confirmed that the questionnaire items were reliable and appropriate for the primary study.

With respect to instrument validation outcomes, the 50-item questionnaire was reviewed for content validity by three experts in the field of education and educational leadership, each of whom evaluated each item as either "Essential," "Useful but Not Essential," or "Not Essential" in relation to the study. Although one validator indicated that all items were Essential, there was some variation among the other two validators. The second validator designated 42 items as Essential and 8 items as Useful, while the third validator rated 49 items

as Essential and only 1 item as Useful. The Item-level Content Validity Index (I-CVI) was calculated as 1.00 for 41 of the items and 0.67 for the remaining 9 items. The Scale-level Content Validity Index (S-CVI/Ave) was calculated as 0.94, which indicates that the questionnaire is a valid and reliable method by which to investigate issues that impact public junior high school classroom management through the Positive Learning Framework. Each expert further concluded that the questionnaire is well-organized in a logical manner and directly corresponds with the study's purpose, with only minor recommendations for the phrasing of lower-scoring items, all of which were incorporated into the final version of the instrument.

To achieve face validity, the questionnaire was subjected to review by the same panel of experts, who assessed the clarity, wording, and appropriateness of each item, ensuring that all statements were easily understood, free from ambiguity, and appropriate for the target sample. The validators also assessed whether each item was aligned with the objectives of the study and provided constructive suggestions including simplifying complex terms and refining unclear statements, all of which were integrated into the final instrument. An additional extensive evaluation was conducted by three educational experts using fifteen criteria based on the aspects of the study, including the clarity of objectives and instructions as well as technical details regarding the layout of the instrument such as font size and cultural appropriateness. Each criterion was assigned a detailed score to ensure that all aspects of the instrument met the required quality standards. The analysis showed that the questionnaire received an overall mean score of 4.87, which is classified as a very high score. Twelve out of the fifteen criteria received a unanimous mean score of 5.00, indicating full agreement among the validators that the instrument aligned very well with the Positive Learning Framework and is appropriate for use in public junior high schools. In addition to the numeric data, validators indicated that the questionnaire is logically structured, culturally relevant, and capable of providing the depth of information needed to answer the research questions. Recommendations were minor and included suggestions to clarify the wording of specific items and adjust font sizes, all of which were addressed and incorporated into the final questionnaire. To establish internal consistency, a reliability analysis was conducted using Cronbach's Alpha, and the calculated reliability coefficient $\alpha = 0.9395$ demonstrates excellent reliability, indicating that the items consistently measured the same variable. In summary, face validity was confirmed through expert review of clarity, wording, and relevance, with revisions incorporated based on validators' suggestions, and the instrument was considered appropriate and understandable. Content validity was confirmed through the Content Validity Index with an (S-CVI/Ave) = 0.94, rated as Highly Valid. Reliability was confirmed through Cronbach's Alpha with $\alpha = 0.9395$, rated as Excellent Reliability.

Data for the study were gathered through a structured survey that described the demographics of junior high school teachers as well as their classroom management practices and the problems they faced in classroom management. Before administering the questionnaire to participants, the researchers secured all necessary approvals from Catmon Integrated School, Catmon National High School, and Macaas National High School. After receiving approval, the questionnaire was administered to the appropriate participants in accordance with sample sizes calculated using Cochran's formula to ensure the representativeness of the data. Participants were provided sufficient time to complete the survey, and the researchers remained available to address any questions about wording requirements in order to ensure accurate and complete responses. After collecting all surveys from all participants, the researchers coded and organized each of the responses in preparation for statistical analysis. Once the statistical analyses were conducted on the quantitative data, the researchers determined the frequency of

classroom management practices, identified types of classroom management problems, and explored how classroom management practices are related to the problems experienced by teachers.

The study employed a sample size determined using the Cochran sampling formula to ensure that the number of respondents was statistically adequate and representative of the population. The respondents were selected from public junior high school teachers in coastal schools within the Catmon District. Through this approach, teachers who were directly involved in classroom instruction were included in the study in order to obtain relevant and reliable data regarding their classroom management practices and the issues they encountered in the teaching-learning process. The use of Cochran's formula allowed the researcher to determine an appropriate sample size that provided reliable results while maintaining feasibility in data collection, and selecting respondents from coastal schools ensured that the study captured the classroom management experiences of teachers working in schools situated in coastal communities within the district.

The research study entitled "Classroom Management Practices and Issues in Public Junior High Schools Based on The Positive Learning Framework" observed ethical principles for the protection of respondents. The researcher followed the standards established by Cebu Technological University (CTU) and the Commission on Higher Education (CHED) with regard to voluntary participation, informed consent, anonymity, confidentiality, minimization of potential harm, and truthful reporting of results. A total of 86 junior high school teachers from Catmon Integrated School, Macaas National High School, and Catmon National High School agreed to voluntarily participate as respondents, and all teachers were informed prior to data collection that they could participate without any coercion or obligation and could stop participating at any time without penalty, thereby assuring that all responses resulted from voluntary willingness to assist the study. Respondents were provided an orientation regarding the purpose, scope, and methods of the study prior to data collection, and an informed consent form was issued to each respondent providing information about their potential roles, rights, and the reasons the study was being conducted. All teachers who participated did so after fully understanding and signing the informed consent form. All identities of respondents were kept confidential at all times, with the researcher using codes to substitute names or any other identifying features of respondents, allowing all participants to answer questionnaire items regarding classroom management practices and issues without fear of self-identification. Strict confidentiality was maintained over all demographic information, classroom management practices, and classroom management issues identified by respondents. All questionnaires were securely stored in a locked filing cabinet accessible only to the researcher for academic purposes, and all gathered data were reported in a manner that does not violate the confidentiality rights of respondents. Participation in the study presented minimal risk to respondents, as the only potential concern involved answering questionnaire items regarding classroom management practices and issues, and respondents were assured that they could skip any questions they chose not to answer. The researcher reported all findings accurately, honestly, and free from plagiarism, with all sources, theories, and references properly credited to their respective authors.

Data collected throughout the research project were analyzed both descriptively and inferentially so that results could be interpreted appropriately and as completely as possible. The demographic characteristics of the respondents, including gender, age, number of years teaching, educational level, training in classroom management, location of school, class sizes, student behavior factors, and availability of support and resources at their respective schools, were summarized using frequency counts and percentages in order to provide an overall picture of the participants. The levels of classroom management practices were assessed in terms of the Positive Learning Framework through three phases of proactive and reactive management

strategies. The Preventative Phase involved teachers developing individual and class routines to establish expectations before class began in order to avoid disruption. The Delivery Phase involved implementing teaching strategies that actively engaged students along with low-level corrective responses such as verbal prompts and non-verbal cues, and moderate-level responses such as verbal instructions and logical consequences at points where repeated behaviors of concern had occurred. The Corrective Action Phase included teachers implementing strategies to assist students in successfully completing a lesson, reinforcing key learning points and positive behaviors, and employing escalating strategies such as crisis management or discipline for students who had displayed unmanageable behaviors. Teachers' classroom management practices were assessed on a 5-point Likert scale with 5 equaling Always and 1 equaling Never, from which weighted mean values were calculated to provide measurements of how frequently they implemented classroom management strategies for student misbehavior. The frequency with which classroom management issues occurred was analyzed similarly to create a complete quantitative picture of patterns of classroom behavior across the three phases of the PLF. The relationship between teachers' classroom management practices and the classroom management issues encountered was determined using the Pearson Product-Moment correlation method, with all null hypotheses tested at a 0.05 significance level. This method of analysis provided both descriptive patterns of classroom behavior and correlational information about the relationship between the two variables, forming an empirical basis for identifying strategies for improving classroom management in junior high schools.

The data for classroom issues were quantified and analyzed using a two-step summative scoring procedure. First, the researcher converted the nominal data from the 15-item checklist into numerical values by assigning a score of one (1) for every "Yes" or checked response and a score of zero (0) for every unchecked item. The total number of identified issues per participant served as the raw score, with a maximum possible value of 15. Second, these raw scores were transformed into an ordinal scale using a five-point Likert-type classification such that scores from 0 to 2 corresponded to Level 1, described as Never or Very Low; scores from 3 to 5 corresponded to Level 2, described as Rarely or Low; scores from 6 to 8 corresponded to Level 3, described as Sometimes or Moderate; scores from 9 to 11 corresponded to Level 4, described as Often or High; and scores from 12 to 15 corresponded to Level 5, described as Always or Very High. This systematic conversion allowed the researcher to translate simple checklist counts into standardized levels, facilitating a more rigorous statistical correlation with the teachers' classroom management practices.

For the classroom management variable, the researcher used a five-point Likert scale requiring each participant to respond to a series of statements by indicating the extent to which those statements described their classroom management practices. Through this scale, respondents were able to express their level of agreement with each statement related to their classroom management strategies and experiences. The instrument measured teachers' classroom management practices based on the Positive Learning Framework, which emphasized preventive strategies, effective lesson design, and corrective actions in managing student behavior. Responses were rated according to the following scale: 5 for Strongly Agree, 4 for Agree, 3 for Neutral or Undecided, 2 for Disagree, and 1 for Strongly Disagree. The corresponding mean ranges and interpretive descriptions were defined as follows: a mean range of 4.20 to 5.00 corresponded to a scale value of 5, described as Strongly Agree, indicating that the respondent fully agrees and that the statement is clearly supported, interpreted as Very High; a mean range of 3.40 to 4.19 corresponded to a scale value of 4, described as Agree, indicating that the respondent generally agrees and that the statement is mostly observed, interpreted as High; a mean range of 2.60 to 3.39 corresponded to a scale value of 3, described

as Neutral or Undecided, indicating that the respondent is unsure and that the statement sometimes applies, interpreted as Moderate; a mean range of 1.80 to 2.59 corresponded to a scale value of 2, described as Disagree, indicating that the respondent generally disagrees and that the statement rarely applies, interpreted as Low; and a mean range of 1.00 to 1.79 corresponded to a scale value of 1, described as Strongly Disagree, indicating that the respondent completely disagrees and that the statement is not observed, interpreted as Very Low.

RESULTS AND DISCUSSION

This section presents the gathered data, statistical analyses, and interpretations derived from the study on classroom management practices among teachers in selected schools of Catmon District, Cebu, during the School Year 2025–2026. A total of 86 public junior high school teachers participated in the study, selected through a sampling procedure appropriate to the research design. Data were collected using a structured survey instrument anchored on Tim McDonald's Positive Learning Framework (PLF), which organizes classroom management into three interconnected phases: the Prevention Phase encompassing self-awareness and management planning, the Prevention Phase encompassing lesson design, and the Corrective Action Phase. Classroom management issues were assessed using a rubric-based frequency instrument. Descriptive statistics, including weighted means and standard deviations, were employed to determine the level of teachers' classroom management practices, while Pearson product-moment correlation was used to examine the relationships among the three PLF phases and between classroom management practices and classroom management issues. All findings are interpreted in direct relation to the objectives of the study, and the discussion that follows is grounded entirely in the data gathered from the respondents.

Classroom management practices in the prevention phase: self-awareness and management planning

The first phase of the Positive Learning Framework examined in this study concerns prevention through self-awareness and management planning. The composite mean for this phase was 4.59 (SD = 0.53), which corresponds to a verbal description of Very High, indicating that teachers in the selected schools of Catmon District consistently employed preventive classroom management strategies prior to and at the beginning of direct instruction. This finding affirms that the respondents demonstrated strong professional readiness and a proactive orientation toward managing the classroom environment before instructional activities formally commenced.

Among the eight indicators comprising this phase, the establishment of class rules, routines, and procedures co-created with students at the beginning of the school year obtained the highest mean of 4.78 (SD = 0.42), reflecting a Very High level of practice. This result underscores the value that teachers placed on collaborative norm-setting as a foundation for classroom order and shared responsibility. Equally notable were two indicators that both yielded means of 4.67 (SD = 0.47): checking personal mood and mindset before entering the classroom, and greeting students warmly to ensure a safe and welcoming classroom atmosphere. These results suggest that teachers were not only attentive to the physical and procedural aspects of classroom preparation but also to the emotional and relational dimensions of teaching. Organizing the classroom environment and materials for ease of movement and monitoring produced a mean of 4.61 (SD = 0.50), while preparing handouts and learning tools in advance yielded a mean of 4.52 (SD = 0.59), both rated Very High. Two indicators concerning anticipation of student misbehavior and the pre-planning of specific behavioral

management strategies each registered a mean of 4.50 ($SD = 0.57$), also Very High, demonstrating a deliberate and forward-looking approach to managing potential disruptions. The lowest-rated indicator in this phase was the communication of clear and specific behavioral expectations to students, which nonetheless remained Very High at a mean of 4.44 ($SD = 0.662$).

These findings are consistent with the work of Marzano, Marzano, and Pickering (2003), who argued that clearly communicated expectations and well-structured routines substantially reduce disruptive behavior and enhance student achievement. Evertson and Emmer (2017) similarly concluded that consistent implementation of organized routines and lesson plans contributes to greater classroom order and improved instructional flow. Darling-Hammond, Hyler, and Gardner (2017) further emphasized that ongoing professional learning strengthens teachers' capacity to plan instruction and manage student behavior effectively, and the high ratings documented in this study are reflective of exactly this kind of sustained professional competence. From a policy standpoint, the findings align with Republic Act No. 9155 (2001), which underscores teacher competence as central to quality education; Republic Act No. 10533 (2013), which promotes learner-centered and engaging instruction; and DepEd Order No. 42, s. 2017 and DepEd Order No. 36, s. 2020, which collectively emphasize the creation of safe, respectful, and values-oriented classroom environments.

The practical significance of these findings extends beyond affirmation of existing competencies. While the very high level of preventive practice indicates that teachers have built strong foundational systems in classroom management, the data also reveal that prevention alone cannot fully resolve classroom management challenges, particularly those driven by factors originating outside the classroom. The presence of strong preventive procedures does not eliminate the potential for disruption when student behavior is influenced by circumstances beyond the teacher's immediate control. Therefore, the findings imply that professional development efforts in this area should not concentrate primarily on introducing additional basic preventive strategies, since these are already well established. Rather, support should be directed toward helping teachers develop more adaptive, flexible, and situation-responsive strategies that address the real-time complexities of classroom behavior. Furthermore, for preventive practices to remain effective, they must be periodically revisited, reinforced, and modified throughout the school year in response to the dynamic nature of student behavior. Importantly, these findings underscore the need for school-wide support systems involving administrators, parents, and teachers working collaboratively to address the broader contextual factors that influence student attendance and engagement. In sum, while teachers' preventive classroom management represents a strong and well-developed practice, sustaining positive classroom outcomes requires a more comprehensive, multi-layered approach that complements prevention with responsive strategies and systemic support.

Classroom management practices in the prevention phase: lesson design

The second component of the Prevention Phase examined in this study focuses on lesson design, encompassing instructional planning and delivery across the beginning, middle, and end of the lesson. This phase was represented by 22 indicators spanning Indicators 9 through 30. The composite mean for this phase was 4.51 ($SD = 0.59$), corresponding to a verbal description of Very High, which indicates that the majority of teachers reported consistent implementation of effective instructional strategies that simultaneously support student learning and prevent misbehavior by maintaining engagement and providing clear structure throughout each lesson.

All 22 indicators within this phase were rated Very High, with individual means ranging from 4.29 to 4.65. The indicator with the highest mean was the use of real-world connections during lessons ($M = 4.65$; $SD = 0.55$), suggesting that teachers consistently situated learning within meaningful, relevant contexts to sustain student motivation and interest. This was followed closely by the open recognition and praise of students who followed expectations or behaved appropriately during the lesson ($M = 4.60$; $SD = 0.49$), and the use of a consistent signal or cue to settle and focus the class before beginning instruction ($M = 4.59$; $SD = 0.52$), alongside the provision of specific, constructive feedback and words of encouragement ($M = 4.59$; $SD = 0.52$), and the use of a quick formative check such as an exit ticket or oral questions at the end of the lesson ($M = 4.59$; $SD = 0.56$). Telling students clearly what they were expected to learn by the end of the lesson produced a mean of 4.57 ($SD = 0.59$), and checking for prior knowledge before introducing new content yielded a mean of 4.56 ($SD = 0.65$). The use of active participation strategies such as think-pair-share, hands-on tasks, or role play registered a mean of 4.58 ($SD = 0.50$), while the use of digital tools or technology to enhance learning yielded a mean of 4.53 ($SD = 0.52$). Closing the lesson by briefly summarizing key ideas produced a mean of 4.53 ($SD = 0.61$), and the use of collaborative group or partner activities yielded a mean of 4.52 ($SD = 0.59$). Asking follow-up questions to deepen thinking while acknowledging student effort registered a mean of 4.52 ($SD = 0.57$). Reviewing whether students met the learning objectives set at the beginning of the lesson had a mean of 4.50 ($SD = 0.65$), and backward lesson planning yielded a mean of 4.49 ($SD = 0.53$). Giving students opportunities to make choices in their learning produced a mean of 4.48 ($SD = 0.59$), while communicating upcoming topics to help students prepare mentally yielded a mean of 4.44 ($SD = 0.70$). Clear procedures for student movement and transitions produced a mean of 4.44 ($SD = 0.57$), and giving clear instructions and assigned roles during group work yielded a mean of 4.42 ($SD = 0.60$). Observing student body language and participation level at the start of lessons registered a mean of 4.41 ($SD = 0.60$), and post-class reflection on instructional effectiveness yielded a mean of 4.40 ($SD = 0.60$). The use of a lesson overview or visual guide for students produced a mean of 4.29 ($SD = 0.67$), which, while the lowest-rated indicator in this phase, remained within the Very High category and thus still reflects substantial implementation.

These findings align with the arguments of Marzano, Marzano, and Pickering (2003) and Evertson and Emmer (2017) that structured routines, positive reinforcement, and consistent teacher presence are foundational to sustaining student engagement and minimizing disruptive behavior. The findings are also consistent with the principles of the Positive Learning Framework advanced by McDonald (2019), wherein prevention is embedded within meaningful instruction, respectful interactions, and consistent reinforcement of appropriate student behavior. From a policy perspective, the results closely align with Republic Act No. 10533, or the Enhanced Basic Education Act of 2013, which calls for learner-centered, contextualized, and relevant instruction. The strong emphasis on real-life application, active engagement, and collaborative learning within the lesson design practices documented in this study directly reflects the intent of the law to create holistic and meaningful learning experiences. Similarly, the prevalence of positive reinforcement, respectful communication, and non-punitive strategies aligns with the principles of DepEd Order No. 40, s. 2012, or the Child Protection Policy, which calls for safe, inclusive, and supportive learning environments that protect the dignity and emotional safety of students.

From an instructional standpoint, these findings affirm that effective classroom management is not merely a behavioral intervention but an inherent dimension of sound lesson planning. Student engagement functions as a preventive mechanism, in that meaningful, interactive, and well-structured learning tasks reduce the likelihood of disruptive behavior by maintaining purposeful student involvement throughout the lesson. The findings further suggest that targeted improvements in specific areas of lesson design, particularly with respect

to lesson previewing, structuring transitions, and systematic post-lesson reflection, would further improve instructional clarity and classroom efficiency. Moreover, the findings highlight the value of continued professional development centered on student-centered pedagogy, integration of technology, and reflective teaching practice. Although current instructional practices are reported as Very High, the continuous refinement of instructional design will sustain and further improve classroom management effectiveness. Ultimately, the results reinforce that preventive classroom management is fundamentally instructional and pedagogical in nature, and not merely procedural, affirming its alignment with national education policies that promote the creation and maintenance of safe, inclusive, and learner-centered educational environments.

Classroom management practices in the corrective action phase

The third phase of the Positive Learning Framework examined in this study is the Corrective Action Phase, which encompasses teachers' responses to student misbehavior at low, moderate, and escalating levels, as well as the use of restorative practices to rebuild positive teacher-student relationships following behavioral incidents. This phase was measured using Indicators 31 through 50. The composite mean for this phase was 4.43 (SD = 0.59), corresponding to a verbal description of Very High, which indicates that teachers consistently applied appropriate, respectful, and structured corrective responses to manage student behavior in the classroom.

The indicator that obtained the highest mean in this phase was the use of empathetic language when addressing misbehavior, such as acknowledging student feelings before correcting behavior (M = 4.69; SD = 0.49), suggesting that teachers prioritized emotional attunement as a precondition for effective correction. This was followed by the scheduling of one-on-one conversations or small group discussions, such as circle time, to address recurring behavioral concerns calmly (M = 4.60; SD = 0.58), and the investigation of underlying causes of repeated misbehavior, such as boredom, academic struggle, or personal problems outside school (M = 4.58; SD = 0.50). Tracking and recording patterns in student misbehavior to inform targeted responses produced a mean of 4.57 (SD = 0.52), demonstrating that teachers approached correction through a reflective and data-informed lens. The application of crisis intervention procedures when a situation exceeded what a teacher could manage alone registered a mean of 4.55 (SD = 0.52), and the use of restorative conversations and practices after serious incidents to rebuild the student-teacher relationship yielded a mean of 4.53 (SD = 0.55). Allowing a student time and space to calm down before guiding reflection on the incident produced a mean of 4.52 (SD = 0.55), while offering students two acceptable options rather than issuing commands yielded a mean of 4.44 (SD = 0.60). Both moving closer to an off-task or disruptive student before speaking and using non-verbal cues to signal the need for behavioral change registered means of 4.43 (SD = 0.54), and privately addressing sensitive behavior issues registered a mean of 4.42 (SD = 0.54). Deliberate ignoring of minor attention-seeking behaviors to avoid reinforcing them produced a mean of 4.49 (SD = 0.50). Following up with students after incidents to ensure the relationship was restored registered a mean of 4.41 (SD = 0.62), while returning quickly to the lesson after a correction to avoid dwelling on the incident yielded a mean of 4.28 (SD = 0.75). Using restorative conversations or practices to rebuild relationships after serious incidents registered a mean of 4.30 (SD = 0.63), and guiding students through a structured process of identifying what happened, who was affected, and what could be done to make things right yielded a mean of 4.35 (SD = 0.59). Knowing when and how to apply crisis procedures (M = 4.36; SD = 0.63) and correcting student behavior

without embarrassment or shaming in front of others produced a mean of 4.31 ($SD = 0.72$). Providing brief, clear redirecting instructions yielded a mean of 4.24 ($SD = 0.69$). The lowest-rated indicator in this phase was the use of a calm and respectful tone when correcting student behavior, even when frustrated ($M = 4.08$; $SD = 0.74$), which, while still rated High, represents the only indicator in the Corrective Action Phase to fall below the Very High threshold and reflects some difficulty in maintaining emotional regulation during particularly challenging classroom situations.

These findings are consistent with the conclusions of Marzano, Marzano, and Pickering (2003), who argued that effective classroom management extends beyond immediate behavioral responses to include fostering lasting student understanding of the consequences of misbehavior. The use of pattern tracking and reflective conversations with students demonstrated by the respondents further reflects the long-term, relationship-oriented intent underlying their corrective strategies. The principles advanced by Evertson and Emmer (2017), stating that correction delivered calmly, consistently, and within a relational frame enhances student compliance and reduces recurrence, are well supported by the data. From a legal and policy standpoint, the findings align with DepEd Order No. 40, s. 2012, or the Child Protection Policy, which requires that disciplinary action be non-violent, respectful, and protective of student dignity. The consistent use of non-shaming corrections, private discussions, and restorative practices among the respondents demonstrates compliance with this policy. Republic Act No. 9155, or the Governance of Basic Education Act of 2001, supports school-based management and teacher autonomy in maintaining a learner-centered classroom order, and the flexibility and responsiveness evident in the respondents' corrective strategies directly reflect this mandate. Republic Act No. 10533, or the Enhanced Basic Education Act of 2013, reaffirms learner-centered education, which is evidenced in this phase through the use of choice-based corrections, engagement-sustaining responses, and reflective practices. DepEd Order No. 36, s. 2020, which promotes professional standards for teachers, provides additional support for the development of reflective, ethical, and responsive classroom management as part of a broader professional development framework.

The findings also indicate that the corrective dimension of classroom management in this study context was characterized by restorative and relationship-based approaches, rather than punitive and control-oriented disciplinary measures. This suggests that teachers were not merely reacting to misbehavior but were actively seeking to identify its underlying causes, thereby contributing to more sustainable behavioral change among students. The data further imply that efforts to reinforce emotional regulation during corrective interactions, particularly with respect to sustaining a calm voice during escalating situations, could further enhance the effectiveness of corrective classroom management. Strengthening restorative practices and ensuring structured follow-through after behavioral incidents may additionally improve student accountability and the quality of student-teacher relationship repair. In sum, the results demonstrate that corrective practices among the respondents were effective, contextually appropriate, and aligned with educational theory and national policy, reflecting a classroom culture grounded in respect, understanding, and restoration rather than punishment alone.

Common classroom management issues in public junior high schools

The frequency, ranking, and rubric-based interpretation of common classroom management issues experienced by public junior high school teachers in selected schools of Catmon District are presented in this section. The rubric utilized a range of 0-2 for Never Experienced, 3-5 for Rarely Experienced, 6-8 for Sometimes Experienced, 9-11 for Often Experienced, and 12-15 for Always Experienced, enabling a more nuanced and descriptively rich interpretation of how consistently each identified issue occurred within classroom settings.

This approach moves beyond binary measurement to provide an accurate, evidence-based standard for determining differences in the frequency and severity of behavioral concerns, thereby allowing educational leaders and teachers to prioritize intervention efforts with greater specificity and rigor (Moldero et al., 2024; Mangarin and Comilang, 2024).

Student absenteeism was the most frequently reported classroom management issue, with a frequency of 78 respondents (90.7%), placing it in the 12-15 rubric category and classified as Always Experienced. These finding positions absenteeism as a significant, persistent, and systemic classroom challenge requiring both immediate and ongoing intervention. Consistent with research by Moldero, Aquino, and Garcia (2024), absenteeism was identified as a primary disruption to the continuity of classroom instruction and to student engagement in Philippine secondary schools, and was found to negatively impact individual academic progress while increasing instructional pressure on teachers managing lesson pacing and concept mastery. The second and third most frequently reported issues, both tied in rank, were students arriving late, with a frequency of 71 respondents (82.6%), and failure to submit assignments on time, also with a frequency of 71 respondents (82.6%), both placed in the 12-15 rubric category and classified as Always Experienced. These behaviors reflect persistent challenges related to student responsibility, self-discipline, and academic follow-through, findings consistent with Moldero et al. (2024), who identified punctuality and task completion as among the most reliable indicators of student engagement and self-regulation.

Talking or disrupting during lessons ranked fourth with a frequency of 64 respondents (74.4%), also classified as Always Experienced within the 12-15 rubric range. Not following teacher instructions ranked fifth with a frequency of 59 respondents (68.6%), similarly placed in the 12-15 rubric category and classified as Always Experienced. Both of these behaviors reflect habitual patterns that impact classroom order and interrupt instructional flow. Mangarin and Comilang (2024) explained that such disruptive behaviors are frequently rooted in weak classroom climate, unclear behavioral expectations, and low student engagement, while Espinal and Paglinawan (2025) emphasized that effective management of these behaviors requires both consistent discipline and strong teacher-student relationships.

The issues ranked sixth through eleventh were classified within the 9-11 rubric range, corresponding to Often Experienced. Failure to prepare for class, including arriving without materials or incomplete homework, was reported by 54 respondents (62.8%) and ranked seventh. Inappropriate use of gadgets during class had a frequency of 52 respondents (60.5%) and ranked sixth. Incomplete class participation or disengagement was reported by 48 respondents (55.8%) and ranked ninth. Ignoring classroom rules had a frequency of 47 respondents (54.7%) and ranked eighth. Conflicts among students had a frequency of 44 respondents (51.2%) and ranked eleventh. Off-task behavior or daydreaming had a frequency of 43 respondents (50.0%) and ranked tenth. These behaviors were generally common but appeared with some inconsistency across different times and contexts, indicating a need for ongoing monitoring and consistent reinforcement. Research conducted by Paynandos and Doronio (2025) confirmed a connection between student disengagement and high levels of gadget use in schools where digital policies were less enforced, attributing this pattern to misaligned instructional strategies and low student interest in subject matter.

Students leaving early had a frequency of 42 respondents (48.8%) and ranked twelfth, while disorderly conduct during group work had a frequency of 38 respondents (44.2%) and ranked thirteenth, both falling within the 6-8 rubric range and classified as Sometimes Experienced. These behaviors were intermittent in nature but nonetheless represent potential sources of disruption when they do occur. Classroom safety issues had a frequency of 24 respondents (27.9%) and ranked fourteenth, falling within the 3-5 rubric range and classified

as Rarely Experienced. Although infrequent, this category merits sustained attention given the serious negative impact that safety-related incidents carry for the overall well-being of students and the integrity of the learning environment, as affirmed by Lavilles and Ricaforte (2025), who concluded that even rarely experienced safety issues should not be disregarded. The other category produced a frequency of only 4 respondents (4.65%) and ranked fifteenth, falling within the 0-2 rubric range and classified as Never Experienced, indicating that behavioral concerns beyond those listed were virtually absent within the given setting.

From a policy standpoint, the clustering of the five most severe behavioral issues within the Always Experienced rubric category underscores the need for more clearly defined and consistently enforced school-based interventions addressing student attendance, punctuality, and discipline. These findings align with Republic Act No. 9155, or the Governance of Basic Education Act of 2001, which emphasizes the importance of maintaining learner-focused and orderly environments. They are further validated by the directives of DepEd Order No. 36, s. 2020, which identifies discipline, responsibility, and respect as core values of basic education. The rubric-based classification system employed in this study enabled a structured and evidence-based categorization of behavioral concerns, supporting more informed educational decision-making and targeted resource allocation at the school and district levels.

Correlation among phases of classroom management practices

To assess the internal coherence of the Positive Learning Framework as applied in the study context, a Pearson correlation analysis was performed to examine the relationships among the three phases of classroom management practices: Prevention through self-awareness and management planning, Prevention through lesson design, and the Corrective Action Phase. All three pairwise correlations were statistically very highly significant, with p -values of less than .001, and all indicated substantive positive relationships among the phases.

The correlation between Phase 1, Prevention through self-awareness and management planning, and Phase 2, Prevention through lesson design, yielded a Pearson r value of 0.738 ($p < .001$), interpreted as a Strong Correlation and Very Highly Significant. This finding indicates that teachers who consistently employed self-awareness and proactive management planning were more likely to design lessons that were structured, goal-oriented, and conducive to positive student behavior. As Rowley (2019) suggested, effective classroom management begins before the formal start of instruction, and the data from this study support that principle. This finding is also consistent with McDonald (2019), who established that proactive planning leads to greater instructional clarity and classroom engagement. Marzano, Marzano, and Pickering (2003) further demonstrated that structured lesson design is more effective when combined with preventive classroom management strategies because together they work to reduce disruption and increase instructional time. Emmer and Evertson (2013) reported that when teachers organized instructional routines purposefully and established clear behavioral expectations, they experienced fewer behavioral disruptions and higher levels of student engagement.

The correlation between Phase 1, Prevention through self-awareness and management planning, and Phase 3, the Corrective Action Phase, produced a Pearson r value of 0.691 ($p < .001$), also interpreted as a Strong Correlation and Very Highly Significant. This result indicates that teachers who implemented strong preventive practices were also more consistently effective in applying appropriate corrective responses to student misbehavior. The findings challenge the notion that prevention and correction are distinct or opposing dimensions of classroom management, demonstrating instead that they function as complementary and mutually reinforcing components of a unified management system. This is consistent with Kounin's (1970) concept of withitness, whereby a teacher's awareness and

proactive engagement enable both the prevention of problems and the timely, effective management of those that do arise. Simonsen et al. (2008) similarly found that teachers who employed proactive management techniques were able to implement effective, non-punitive corrective responses that resulted in sustained, long-term behavioral change.

The strongest correlation among the three pairwise relationships was observed between Phase 2, Prevention through lesson design, and Phase 3, the Corrective Action Phase, which yielded a Pearson r value of 0.845 ($p < .001$), interpreted as a Very Strong Correlation and Very Highly Significant. This finding indicates that well-planned and well-delivered lessons are strongly associated with the capacity to apply calm, purposeful, and timely corrective strategies. When teachers organized their lessons with clear objectives, structured activities, and engaging instructional approaches, they were better positioned to anticipate disruptions and respond to them effectively without derailing the instructional sequence. Wong and Wong (2009) supported this interpretation by arguing that well-established procedures and engaging instruction substantially reduce the number of disciplinary incidents required. Emmer and Sabornie (2015) similarly found that structured and engaging lesson delivery decreases off-task behavior and increases teachers' effectiveness in managing classroom disruptions when they do occur.

Taken together, these three correlations provide strong empirical support for the view that the components of the Positive Learning Framework are functionally interrelated and mutually reinforcing rather than independent or isolated practices. This finding mirrors the conclusion reached by Evertson and Weinstein (2006) that classroom management should be conceptualized as an integrated system of practices rather than a collection of discrete techniques. The findings further affirm that effective classroom management is fundamentally an expression of intentional, reflective teaching. Teachers who planned thoughtfully, established clear expectations, and prepared for potential misbehavior demonstrated greater organizational clarity and greater responsiveness when confronted with behavioral challenges. Oliver, Wehby, and Reschly (2011) provided additional support for this conclusion by demonstrating that well-designed and structured instruction significantly reduces the occurrence of disruptive behaviors while increasing student engagement. As a practical implication, these findings suggest that improving lesson design may offer one of the most impactful pathways for improving classroom management as a whole system. Professionally, the results call for a systemic shift in how teachers are supported, moving away from isolated strategy training and toward professional learning that addresses how the preventive, instructional, and corrective components of classroom management operate together in real classroom contexts. Darling-Hammond, Hyler, and Gardner (2017) affirmed that practice-based professional development that connects these components produces lasting improvements in both instructional effectiveness and classroom management. Ultimately, the findings affirm that strong classroom management is not the product of reactive discipline but of the intentional construction of an environment in which discipline problems are inherently less likely to arise.

Relationship between classroom management practices and classroom management issues

To evaluate whether there was a significant relationship between the level of teachers' classroom management practices, as anchored on the Positive Learning Framework, and the classroom management issues experienced by public junior high school teachers, a Pearson correlation analysis was performed. The analysis yielded a Pearson r value of 0.023, with $df = 84$ and a p -value of 0.835. This result indicates a very weak and statistically non-significant

correlation between classroom management practices and classroom management issues. The relationship observed in this sample is negligibly small and is likely attributable to chance. Accordingly, there is no statistical evidence to support the conclusion that higher levels of classroom management practices correspond to a reduction in the frequency or intensity of classroom management issues, nor that lower levels of classroom management practices are associated with greater occurrences of such issues.

The absence of a significant relationship does not imply that classroom management practices are without value. Rather, the finding reflects the complexity of the public junior high school classroom environment, where multiple interacting factors beyond individual teacher practices shape the nature and frequency of behavioral concerns. As Emmer and Stough (2001) and Evertson and Weinstein (2006) noted, classroom dynamics are influenced by a broad range of contextual variables including students' socioeconomic background, class size, peer pressure, availability of school resources, and the degree to which community factors affect student readiness to learn. In the Philippine educational context, Delos Santos and Lumanlan (2019) found that classroom management challenges such as tardiness, absenteeism, and disobedience are often driven primarily by home conditions, family circumstances, peer influences, and socioeconomic status, factors that lie beyond the reach of individual teacher strategies. McDonald (2016) similarly concluded that the Positive Learning Framework is most effective when supported by a strong school-wide system of policies, rather than when its implementation is left to rely solely on individual teacher effort.

These findings carry substantive implications for educational practice and policy. First, they indicate that classroom management should not be treated as the sole responsibility of the individual teacher, since teacher-level practices alone are insufficient to fully address the structural and contextual factors that generate persistent classroom issues. Effective classroom management therefore requires the coordinated efforts of teachers, school administrators, parents, and the broader community. Second, the findings point to the need for the development and consistent enforcement of stronger school-level intervention systems, including clear and enforceable policies on student attendance, conduct, monitoring, and academic accountability, as well as strengthened guidance services and student development programs capable of addressing the root causes of persistent behavioral concerns. Third, the results underscore the necessity of contextually informed and flexible approaches to classroom management, wherein teacher strategies take into account not only individual student learning characteristics but also the external factors that may constrain a student's ability to behave in expected ways. Continuous and targeted professional development remains essential to equip teachers with a sufficient repertoire of management skills responsive to the full range of classroom management challenges encountered in diverse educational settings.

In summary, the result of $r = 0.023$ ($df = 84$, $p = 0.835$) demonstrates that while classroom management practices are a necessary and professionally important dimension of teaching, they do not, in isolation, account for the variation in the classroom management issues experienced by teachers. Addressing persistent classroom management challenges in the public junior high school system will require a more integrated, systemic, and collaborative approach to education that extends well beyond the individual teacher.

Synthesis of findings

The findings presented across this chapter collectively paint a coherent and empirically grounded portrait of classroom management practice among public junior high school teachers in selected schools of Catmon District during the School Year 2025–2026. Across all three phases of the Positive Learning Framework, teachers demonstrated consistently very high levels of classroom management practice, with composite means of 4.59 ($SD = 0.53$) for the

Prevention Phase on self-awareness and management planning, 4.51 (SD = 0.59) for the Prevention Phase on lesson design, and 4.43 (SD = 0.59) for the Corrective Action Phase. These results affirm that the respondents possessed well-developed, professionally grounded, and policy-aligned classroom management competencies spanning the full continuum from proactive preparation to structured behavioral correction and relational restoration. The classroom management issues data further contextualize these findings by revealing that despite the high level of management practice, certain behavioral concerns, most notably student absenteeism ($f = 78$; 90.7%), students arriving late ($f = 71$; 82.6%), failure to submit assignments on time ($f = 71$; 82.6%), talking or disrupting during lessons ($f = 64$; 74.4%), and not following teacher instructions ($f = 59$; 68.6%), were always experienced in the classroom, while moderate concerns including inappropriate gadget use, unpreparedness, disengagement, and student conflicts were often experienced. The Pearson correlation analysis among the three PLF phases yielded strong to very strong and statistically very highly significant relationships ($r = 0.738$, $p < .001$ for Phase 1 and Phase 2; $r = 0.691$, $p < .001$ for Phase 1 and Phase 3; $r = 0.845$, $p < .001$ for Phase 2 and Phase 3), confirming that the three phases function as a coherent, mutually reinforcing system rather than isolated practices. In contrast, the correlation between overall classroom management practices and classroom management issues yielded a very weak and statistically non-significant result ($r = 0.023$, $df = 84$, $p = 0.835$), demonstrating that teacher-level practices alone are insufficient to eliminate persistent behavioral challenges rooted in broader contextual, socioeconomic, and systemic factors. Taken together, these findings contribute meaningful empirical evidence to the body of literature on classroom management in the Philippine basic education context, validate the internal coherence of the Positive Learning Framework as an integrated management model, and underscore the need for a systemic, school-wide, and community-supported approach to improving classroom management outcomes. The results presented in this chapter directly address the research objectives of the study and provide the empirical foundation upon which the conclusions and recommendations presented in the succeeding chapter are grounded.

CONCLUSION

This study investigated the classroom management practices of junior high school teachers at Catmon Integrated School, Catmon National High School, and Macaas National High School in Catmon, Cebu for the school year 2025-2026, using Tim McDonald's Three-Phase Positive Learning Framework as the organizing framework for analysis. Employing a descriptive-correlational research design, the study assessed teacher practices across the three phases of the framework, namely the Pre-Phase of Prevention encompassing self-awareness and management planning, the In-Phase of Lesson Design covering the beginning, middle, and end of lessons, and the Post-Phase of Corrective Action addressing various levels of classroom disruptions. Data were gathered through a structured survey questionnaire administered to actively serving junior high school teachers and were analyzed using weighted mean, composite mean, frequency distribution, and Pearson correlation analysis.

The findings consistently demonstrated that junior high school teachers exhibited very high levels of classroom management practices across all three phases of the Positive Learning Framework. In the prevention phase pertaining to self-awareness and management planning, teachers averaged 4.59, reflecting a high degree of preparedness, intentionality, and proactive orientation toward establishing a positive classroom environment. Teachers were found to co-construct classroom rules with students, maintain emotional readiness, and employ anticipatory measures to prevent misbehavior before it occurred. Similarly, in the prevention phase

pertaining to lesson design, teachers averaged 4.51, indicating that instruction was structured, engaging, and learner-centered, with consistent integration of real-world connections, active learning strategies, formative assessment, and positive reinforcement. In the corrective action phase, teachers likewise demonstrated very strong practice with a mean of 4.43, employing empathetic communication, behavior analysis, and relationship-based interventions in responding to student behaviors of concern, though a slight challenge in maintaining composure during high-stress situations was noted. Taken together, the composite mean for the Prevention Phase reached 4.54, with the overall mean range across phases spanning from 4.46 to 4.56, affirming the robustness and consistency of teacher practice throughout the framework.

Despite these strong teacher practices, classroom management challenges remained prevalent and persistent. Absenteeism was identified as the most frequently reported concern, occurring at a rate of 90.7 percent, followed closely by tardiness and failure to submit assignments on time, both at 82.6 percent, indicating that attendance-related and responsibility-related issues constitute the most chronic difficulties teachers encounter. Talking during instruction and not following directions were also regularly observed at 74.4 percent and 68.6 percent, respectively, reflecting ongoing difficulties in sustaining student attention. Additional behaviors reported as recurring included failure to prepare for class at 62.8 percent, inappropriate use of technology at 60.5 percent, low participation at 55.8 percent, non-compliance with classroom rules at 54.7 percent, student conflicts at 51.2 percent, and off-task behavior at 50.0 percent. Less frequent concerns included students leaving class early and disruptive behavior during group work, while classroom safety was identified as an infrequent problem and a small number of other issues were perceived as never occurring. These findings collectively underscore that classroom challenges extend well beyond the direct influence of teacher practice and are substantially shaped by contextual and environmental factors external to the classroom.

The correlation analysis further substantiated the integrated nature of the three-phase framework, revealing strong and statistically significant relationships among the phases. The correlation between prevention through self-awareness and management planning and lesson design was $r = 0.782$ at p less than 0.001, between prevention and corrective action was $r = 0.759$ at p less than 0.001, and between lesson design and corrective action was $r = 0.834$ at p less than 0.001. These results confirm that the three phases of classroom management practice are not independent but rather operate as a mutually reinforcing system in which preventative, instructional, and corrective components support and strengthen one another. Notably, however, the correlation between overall classroom management practice and classroom management challenges was very weak and statistically insignificant at $r = 0.021$, with a p -value of 0.849, indicating that high levels of teacher practice do not necessarily correspond to fewer classroom challenges. This finding highlights that classroom management effectiveness is not solely a function of teacher competence but is also deeply influenced by variables beyond the teacher's direct control, including individual student backgrounds, family circumstances, peer dynamics, and broader school-level conditions.

In conclusion, each phase of the Positive Learning Framework revealed that junior high school teachers have implemented classroom management practices at a very high level of effectiveness. Nevertheless, classroom management challenges continued to exist as a persistent feature of daily life in public junior high education. The gap between strong teacher practice and persistent student behavioral issues reflects the reality that sustainable classroom improvement requires more than individual teacher competence alone. There is a clear need for consistency in teacher effectiveness across all three phases to be complemented by enhanced collaboration between schools, families, and the broader community in order to develop a more comprehensive understanding of and response to learner-related behavioral concerns.

Based on these findings, it is recommended that schools and administrators pursue a comprehensive and holistic response to classroom management challenges through the systematic implementation of Tim McDonald's Positive Learning Framework as a guiding structure for addressing long-standing classroom concerns. Professional development must be sustained and purposeful, providing training aligned with all three phases of the framework so that teachers are further equipped to apply adaptive and situation-specific techniques to everyday challenges such as absenteeism, tardiness, off-task behavior, and minor disruptions. Coaching, mentoring, and peer collaboration should be institutionalized to strengthen the collective capacity of teachers and deepen their shared practice over time. Schools are further encouraged to establish early intervention support systems that enable the rapid identification and assistance of at-risk students, incorporating enhanced attendance monitoring, improved guidance services, and coordinated follow-up activities. Addressing individual student concerns at an early stage can help prevent minor issues from escalating into significant behavioral or academic difficulties. In addition, schools should work collaboratively with parents and the wider community to assume joint responsibility for student support, through regular parent-teacher communication, home visits where necessary, and community-based initiatives. Since student behavior is shaped by many factors outside the school setting, a coordinated and sustained partnership between home and school is essential to helping students develop discipline, responsibility, and consistency in their educational experience.

For future research, it is recommended that studies investigate how the application of the Positive Learning Framework positively impacts behavior management in public junior high school environments, examine how the framework can address specific behavioral issues among students, evaluate which strategies within the framework most effectively promote positive behavior while reducing the need for corrective actions, and explore the relationship between a teacher's use of the Positive Learning Framework and the frequency with which student behavior in the classroom must be managed. These areas of inquiry will contribute meaningfully to the growing body of knowledge on classroom management and inform more targeted and evidence-based approaches to improving the learning environment in public schools.

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