

**Exploring classroom management consuetudes among Grade 2 teachers
in public elementary schools in Nueva Vizcaya, Philippines**

Ma. Donabelle L. Esconde*

Northeastern College, Santiago City, Isabela, Philippines

ABSTRACT

Classroom management consuetude is essential to creating an orderly, supportive, and productive learning environment where teachers can effectively deliver instruction and learners can participate meaningfully. However, limited evidence describes the classroom management consuetude, practices, and setbacks experienced specifically by Grade 2 teachers in public elementary schools in the Schools Division of Nueva Vizcaya. This study explored the classroom management consuetude of 90 Grade 2 teachers from 90 public elementary schools across 12 municipalities in the Division of Nueva Vizcaya. A descriptive survey design was employed using a researcher-developed questionnaire, supplemented by informal interviews and documentary analysis. Frequency, percentage, ranking, weighted mean, and chi-square test of independence were used to analyze the data. Results showed high adherence to classroom management principles and practices, with the authoritative style emerging as the most preferred approach. Classroom management was perceived as highly beneficial, although teachers experienced moderate difficulty, particularly with student behavior, varying learning needs, limited home support, class size, and technology gaps. Significant differences were found according to educational attainment and teaching experience.

Keywords: Classroom management consuetude, Grade 2 teachers, classroom management practices, public elementary schools, management setbacks.

Date Submitted: July 17, 2026

Date Accepted: July 23, 2026

Date Published: August 18, 2026

INTRODUCTION

Classroom management is a fundamental aspect of effective teaching. It involves organizing classroom activities, establishing expectations, guiding learner behavior, and creating an environment conducive to learning (Evertson & Weinstein, 2006). Effective management extends beyond maintaining discipline. It also promotes student engagement, positive relationships, and productive learning. Korpershoek et al. (2016) found that classroom management interventions can positively influence students' academic, behavioral, emotional, and motivational outcomes.

Research has shown that effective classroom management is associated with clear expectations, consistent routines, active supervision, appropriate reinforcement, and

*Corresponding author / Email: ma.donabelle.esconde@deped.gov.ph

DOI: <http://doi.org/10.69651/PIJHSS05031479>

Recommended citation:

Esconde, M. D. L. (2026). Exploring classroom management consuetudes among Grade 2 teachers in public elementary schools in Nueva Vizcaya, Philippines. *Pantao (International Journal of the Humanities and Social Sciences)* 5 (3), 3580-3586. <http://doi.org/10.69651/PIJHSS05031479>

meaningful student engagement (Marzano et al., 2003; Simonsen et al., 2008). According to Kounin (1970), teachers' awareness of classroom activities and their ability to manage transitions and maintain instructional momentum are also important in preventing disruptions. At the same time, classroom management is influenced by teacher confidence, classroom conditions, learner behavior, and school-level factors (Duan et al., 2024).

In the Philippine setting, classroom management remains an important concern among public elementary school teachers. Recent local studies have examined classroom management in relation to teacher competence, working conditions, learner behavior, motivation, and academic performance (Amer-Gumpal & Basmayor, 2024; Impuesto, 2024; Piquero, 2023; Santander & Nabos, 2024). These studies suggest that effective classroom management is shaped by the particular conditions in which teachers work. However, evidence from one school division or locality cannot necessarily be generalized to another.

The Division of Nueva Vizcaya provides a specific context in which classroom management practices among Grade 2 teachers can be examined. At this level, learners are still developing self-regulation, classroom routines, and appropriate social behaviors. Teachers must consequently balance structure and discipline with active participation and meaningful learning experiences.

Despite existing studies on classroom management in the Philippines, limited evidence specifically describes the practices and setbacks experienced by Grade 2 teachers in the public elementary schools of the Division of Nueva Vizcaya. This gap provides the basis for the present study. It seeks to explore the classroom management practices of Grade 2 teachers and determine the setbacks they encounter in implementing these practices. The findings may provide a basis for strengthening classroom management and identifying appropriate professional support for teachers in the Division of Nueva Vizcaya.

This study is anchored on complementary perspectives that explain how teachers establish classroom order, guide learner behavior, and promote meaningful participation. These include the Responsible Thinking Process, Skinner's behavioral theory, procedural approaches to classroom management, Dewey's experiential learning perspective, and democratic classroom management.

The Responsible Thinking Process emphasizes learners' responsibility for their behavior. Rather than relying primarily on rewards and sanctions, it encourages students to reflect on their actions and consider their consequences. This perspective supports classroom management practices that develop self-discipline and responsible decision-making.

Skinner's behavioral theory explains classroom behavior in terms of environmental influences and consequences. Reinforcement and appropriate corrective responses can strengthen desirable behaviors and reduce those that interfere with learning (Skinner, 1968). From this perspective, clear expectations and consistent teacher responses are important in maintaining an orderly classroom.

Procedural approaches further emphasize the importance of rules, routines, and classroom organization. Clear procedures help students understand expectations and facilitate smooth transitions between activities. Kounin (1970) and Marzano et al. (2003) emphasized that effective management involves teacher awareness, consistent routines, and the organized conduct of classroom activities.

In contrast to approaches focused primarily on behavioral control, Dewey's experiential perspective views learning as an active process shaped by meaningful experience (Dewey, 1938). Classroom management, therefore, should provide an environment in which learners can participate, interact, and engage actively in learning. This perspective is particularly relevant to elementary education, where classroom activities frequently require cooperation and active participation.

The study also draws from the democratic classroom management perspective, which emphasizes participation, fairness, mutual respect, and shared responsibility. Lewis and Burman (2008) noted that teachers may provide students with a voice in appropriate classroom decisions while retaining authority over matters involving safety and important educational concerns.

Taken together, these perspectives position classroom management as a multidimensional practice. It involves behavioral guidance, clear procedures, responsible decision-making, active learner participation, and respectful classroom relationships. These theoretical perspectives provide the foundation for examining the classroom management practices and setbacks experienced by Grade 2 teachers in the public elementary schools of the Division of Nueva Vizcaya.

Statement of the problem

This study focused on exploring the classroom management consuetude of Grade 2 teachers in the public elementary schools in the Division of Nueva Vizcaya.

Specifically, it sought to answer the following questions:

1. What is the demographic and professional profile of the teacher respondents in terms of age, sex, civil status, highest educational attainment, latest performance rating, present position, number of years in teaching, and level of seminars or in service trainings attended in relation to their functions?
2. How may the classroom management practices of the respondents be described in terms of principles of classroom management, objectives of classroom management, components of classroom management practices, benefits of classroom management, kinds or approaches to classroom management, and utilization of classroom management practices?
3. What setbacks are encountered by the respondents in implementing classroom management practices, and to what extent are these setbacks experienced?
4. Is there a significant difference in the respondents' perceptions of the setbacks encountered in classroom management practices when they are grouped according to age, sex, civil status, highest educational attainment, latest performance rating, present position, and number of years of teaching experience?

METHODOLOGY

The study employed a descriptive survey research design to examine the classroom management practices and setbacks experienced by Grade 2 teachers in public elementary schools. Descriptive research is appropriate for describing existing conditions, practices, and characteristics of a particular group (Best & Kahn, 2006; Good & Scates, 1954). In this study, the design allowed the researcher to describe the prevailing classroom management practices of the respondents and determine the setbacks they encountered without manipulating the study variables.

The study was conducted in selected public elementary schools in the Schools Division of Nueva Vizcaya. The participants consisted of exactly 90 Grade 2 teachers from 90 public elementary schools across 12 municipalities: Aritao, Bagabag, Bambang, Bayombong, Diadi, Dupax del Norte, Dupax del Sur, Kasibu, Kayapa, Solano, Santa Fe, and Villaverde.

A researcher-developed questionnaire served as the primary data-gathering instrument. It was developed following a review of related literature and studies and covered the

respondents' personal circumstances, classroom management objectives and principles, benefits, kinds of classroom management, utilization of classroom management practices, and challenges encountered by teachers. The instrument was subjected to a try-out among selected teachers from nearby districts who were not part of the study. Their comments and suggestions were used to improve the questionnaire, which was subsequently reviewed by the researcher's adviser and the Dean of the Graduate Studies School.

An informal interview was used as a supplementary instrument to validate and corroborate the questionnaire responses. Selected respondents were randomly invited to participate in online interviews through Google Meet. The researcher also conducted documentary analysis by obtaining permission from school heads to access the respondents' latest performance ratings for School Year 2023–2024.

Before data collection, the researcher secured permission from the Schools Division Superintendent of Nueva Vizcaya. The questionnaire was distributed electronically through a link sent to the school heads, who informed the identified teachers about the study. Respondents accessed the questionnaire through the link and completed it according to the instructions. Selected respondents were subsequently interviewed through Google Meet to provide supplementary information regarding their classroom management experiences.

The collected data were tallied, tabulated, and statistically analyzed. Frequency, percentage, and ranking were used to describe the respondents' demographic and professional profiles. The weighted mean was used to summarize the respondents' assessments of classroom management practices and the setbacks they encountered. The chi-square test of independence was employed to determine whether significant differences existed in the respondents' perceptions of the setbacks when grouped according to selected profile variables. The level of significance was set at 0.05.

RESULTS AND DISCUSSION

The findings indicate that the respondents demonstrated a strong orientation toward effective classroom management. Overall adherence to classroom management principles was high (WM = 4.31), with clear rules and expectations receiving the highest rating (WM = 4.37). Respondents were likewise highly aware of classroom management practices (WM = 4.25), particularly proactive planning (WM = 4.35). These results suggest that teachers generally recognize the importance of establishing structure, communicating expectations, and preventing classroom problems rather than relying solely on corrective measures.

Classroom management was perceived as highly beneficial (GWM = 4.27). The strongest perceived benefit for students was improved academic engagement (WM = 4.32), while maximizing teaching time was the leading benefit for teachers (WM = 4.40). These findings indicate that classroom management is viewed not merely as a means of controlling behavior but as a condition that supports instructional time and student participation.

Among the management styles, the authoritative style was clearly dominant (WM = 4.33), while authoritarian (3.17) and indulgent (3.07) styles were moderately subscribed to. The permissive style received the lowest rating (2.56). The strong preference for the authoritative approach reflects teachers' tendency to combine clear boundaries with supportive teacher–student relationships. This balance is consistent with research emphasizing structure, positive relationships, and proactive classroom practices as important elements of effective classroom management (Korpershoek et al., 2016; Simonsen et al., 2008).

The classroom management practices examined in the study were consistently utilized at a high level. "Show, Don't Just Tell" obtained the highest overall mean (WM = 4.36), followed by "Build a Positive Culture" (4.35), "Co-Create & Teach Expectations" (4.34), and "Reinforce Positively" (4.32). Active listening (WM = 4.38), respect (4.37), and collaborative

rule-setting (4.35) were among the strongest practices. The results indicate that respondents tend to model appropriate behavior, involve learners in establishing expectations, reinforce desirable conduct, and maintain respectful classroom relationships.

Despite these positive practices, teachers encountered classroom management challenges, with an overall grand weighted mean of 2.66, interpreted as moderately difficult. Student-related concerns were the most difficult ($WM = 2.72$), particularly disruptive behavior (2.77), varying learning styles (2.75), and procrastination (2.73). Parent-related concerns followed (2.70), with lack of home support for school rules and routines ranking highest (2.77). Teacher-related issues were comparatively less difficult (2.61), although managing large classes (2.65) and technology gaps (2.64) remained concerns. These findings suggest that the major difficulties are influenced less by teachers' knowledge of classroom management than by learner behavior, family support, class size, and school conditions.

The inferential analysis showed no significant differences in perceived setbacks when respondents were grouped according to age ($\chi^2 = 2.639$), gender ($\chi^2 = 0.161$), civil status ($\chi^2 = 2.450$), or academic rank/position, at the 0.05 level. However, significant differences were found according to educational attainment and years of teaching experience. Overall, the findings portray teachers who strongly adhere to structured and supportive classroom management practices, with the authoritative style emerging as the preferred approach. At the same time, the moderate level of difficulty encountered indicates that effective classroom management remains affected by contextual factors, particularly student behavior and support from home and school.

The significant differences associated with educational attainment and teaching experience further suggest that professional preparation and accumulated classroom experience may influence how teachers perceive and respond to management challenges. These findings support the need for continuing professional development that is responsive to diverse learners, large classes, and the broader conditions in which teachers perform their work.

CONCLUSION

Effective classroom management is essential to the delivery of quality instruction and the achievement of meaningful student learning. The findings of the study show that teachers generally adhere to classroom management principles, are aware of important management practices, and consider classroom management highly beneficial to both students and teachers. The authoritative classroom management style was the most preferred, indicating that teachers tend to combine clear expectations and rules with supportive teacher–student relationships.

The teachers also reported frequent use of practices such as modeling appropriate behavior, co-creating classroom expectations, reinforcing positive behavior, and building a positive classroom culture. These practices help establish an orderly and supportive learning environment where students can participate actively and teachers can devote more time to instruction. Classroom management, therefore, should not be viewed simply as the control of disruptive behavior. It is a continuing process of creating conditions that allow teaching and learning to proceed effectively.

Despite the generally positive findings, teachers still experienced moderate difficulty in managing classroom-related challenges. Student behavior, differences in learning needs, lack of engagement, and limited support from home were among the concerns identified. Challenges related to class size, technology, school facilities, and administrative support also affect the ability of teachers to maintain an effective learning environment. The significant differences found according to educational attainment and years of teaching experience further suggest that

teachers' perceptions of classroom management challenges may vary according to their professional preparation and experience.

In view of these findings, teachers should strengthen relationships with students by showing genuine concern, recognizing effort, and promoting respect among learners. They should model the behaviors they expect from students, particularly politeness, active listening, and respectful communication. Classroom rules and routines should be established early, preferably from the first day of class, and students should be involved in developing appropriate classroom norms to encourage responsibility and ownership.

Teachers should also organize the physical classroom in ways that minimize distractions and facilitate learning. Lessons should be engaging, interactive, and responsive to students' backgrounds and learning needs. When disruptive behavior occurs, teachers should address the student privately when appropriate and apply rules and consequences consistently and fairly. Positive reinforcement, including specific verbal praise for desirable behavior, should be used to encourage improvement. At the same time, teachers should maintain active supervision by moving around the classroom, scanning the room, and using proximity to monitor students and provide timely support.

Finally, schools should provide opportunities for professional development focused on practical classroom management, particularly in handling diverse learners, large classes, disruptive behavior, and changing technological demands. School heads should likewise provide appropriate instructional and administrative support. Similar studies may be conducted in other grade levels, schools, or divisions to further examine classroom management practices and identify approaches that can improve the quality of teaching and student learning.

REFERENCES

- Amer-Gumpal, R., & Basmayor, E. (2024). Classroom management skills of teachers and their teaching performance. *Psychology and Education: A Multidisciplinary Journal*, 19(5), 610–622. <https://doi.org/10.5281/zenodo.11106860>
- Best, J. W., & Kahn, J. V. (2006). *Research in education* (10th ed.). Pearson/Allyn & Bacon.
- Dewey, J. (1938). *Experience and education*. Macmillan.
- Duan, S., Bissaker, K., & Xu, Z. (2024). Correlates of teachers' classroom management self-efficacy: A systematic review and meta-analysis. *Educational Psychology Review*, 36, Article 43. <https://doi.org/10.1007/s10648-024-09881-2>
- Evertson, C. M., & Weinstein, C. S. (Eds.). (2006). *Handbook of classroom management: Research, practice, and contemporary issues*. Lawrence Erlbaum Associates.
- Good, C. V., & Scates, D. E. (1954). *Methods of research: Educational, psychological, sociological*. Appleton-Century-Crofts.
- Impuesto, R. B. (2024). Influence of teachers' work conditions on classroom management practices. *Journal of Interdisciplinary Perspectives*, 2(12), 31–48. <https://doi.org/10.69569/jip.2024.0505>
- Korpershoek, H., Harms, T., de Boer, H., van Kuijk, M., & Doolaard, S. (2016). A meta-analysis of the effects of classroom management strategies and classroom management programs on students' academic, behavioral, emotional, and motivational outcomes. *Review of Educational Research*, 86(3), 643–680. <https://doi.org/10.3102/0034654315626799>

Kounin, J. S. (1970). Discipline and group management in classrooms. Holt, Rinehart and Winston.

Lewis, R., & Burman, E. (2008). Providing for student voice in classroom management: Teachers' views. *International Journal of Inclusive Education*, 12(2), 151–167. <https://doi.org/10.1080/13603110600790605>

Marzano, R. J., Marzano, J. S., & Pickering, D. J. (2003). Classroom management that works: Research-based strategies for every teacher. Association for Supervision and Curriculum Development.

Piquero, L. (2023). Correlation of classroom management styles, learning motivation and pupils' academic achievement. *Psychology and Education: A Multidisciplinary Journal*, 15(10), 1058–1071. <https://doi.org/10.5281/zenodo.10432163>

Santander, C. J., & Nabos, J. (2024). Classroom management practices of teachers and academic performance of Grade 3 learners across all learning areas. *Psychology and Education: A Multidisciplinary Journal*, 17(2), 156–165. <https://doi.org/10.5281/zenodo.10666597>

Simonsen, B., Fairbanks, S., Briesch, A., Myers, D., & Sugai, G. (2008). Evidence-based practices in classroom management: Considerations for research to practice. *Education and Treatment of Children*, 31(3), 351–380. <https://doi.org/10.1353/etc.0.0007>

Skinner, B. F. (1968). The technology of teaching. Appleton-Century-Crofts.