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# Seasoned Teachers Perceived Classroom Management Practices in Managing Classroom Misbehaviors in Selected Public Elementary Schools

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**ABSTRACT**

This study examined the perceived classroom management practices of seasoned teachers in managing classroom misbehavior in selected public elementary schools in San Pascual, Masbate, and their relationship with demographic characteristics. Using a descriptive-quantitative, correlational design, the study purposively selected 30 teachers with more than ten years of teaching experience from three public elementary schools. Data were collected through a structured, validated questionnaire and analyzed using frequencies, percentages, weighted means, and Pearson correlation. Respondents were predominantly female (90.00%), married (76.67%), and occupying Teacher III positions (53.33%). All four classroom management dimensions received strongly agree ratings, with instructional engagement obtaining the highest overall weighted mean (3.86), followed by reinforcement practices (3.73), proactive practices (3.72), and reactive practices (3.57). The reported relationship between demographic characteristics and perceived classroom management practices was weak and not statistically significant ($r = 0.33$, $\alpha = 0.05$). The findings indicate that respondents strongly emphasize varied instructional strategies, positive reinforcement, established routines, and appropriate responses to misbehavior. School administrators should strengthen professional development, particularly in reactive management, conflict resolution, parental communication, and consistent behavioral documentation. The small purposively selected sample and reliance on self-reported perceptions limit generalizability and prevent conclusions about actual classroom effectiveness. The study provides localized evidence to guide teacher mentoring, school-based interventions, and continuous professional development, contributing to educational and institutional sustainability in alignment with Sustainable Development Goal 4 (Quality Education).

**Keywords:** *Classroom Management, Classroom Misbehavior, Instructional Engagement, Proactive Practices, Reinforcement Practices, Seasoned Teachers, Teacher Demographics*

## 1. INTRODUCTION

Effective classroom management is essential to maintaining an organized, supportive, and productive learning environment. It involves establishing clear expectations, preventing disruptive behavior, reinforcing appropriate conduct, and implementing instructional strategies that promote learner engagement. Research indicates that effective classroom management extends beyond disciplinary control and incorporates proactive strategies, positive teacher–student relationships, and responsiveness to learners' behavioral needs (Clark et al., 2023; Karasova & Nehyba, 2023). Within public elementary schools, experienced teachers develop classroom management practices through professional experience, reflective teaching, and continuous adaptation to classroom conditions. This study examines the perceived classroom management practices of seasoned teachers in managing classroom misbehavior in selected public elementary schools in San Pascual, Masbate.

### *1.1 Background and Context of the Study*

Classroom management is a fundamental component of effective teaching because it influences classroom organization, learner participation, and the overall teaching–learning environment. Alasmari and Althaqafi (2024) emphasized the importance of proactive and reactive classroom management strategies and their relationship with teachers' self-efficacy. Similarly, Gunersel et al. (2023) identified consistent consequences, reinforcement, immediate feedback, and positive teacher–student relationships as important elements of effective classroom management. Paramita et al. (2024) further established that teacher self-efficacy and participation in professional learning programs are associated with the use of proactive classroom management strategies. Teachers' professional experiences and classroom conditions also influence their management approaches. Duan et al. (2024) identified teaching experience, classroom climate, student misbehavior, and school-level conditions among the factors associated with classroom management self-efficacy. Meanwhile, Woodcock and Reupert (2024) demonstrated that beginning primary teachers employ preventive, corrective, and reinforcement strategies, although their confidence and perceived effectiveness vary across practices. In the Philippine context, Gabriz and Mackie (2023) examined the classroom management practices of public elementary school teachers, while Mahusay and Ching (2024) highlighted the relationship between classroom management, teacher–student relationships, and learner autonomy. Impuesto (2024) further demonstrated that teachers' working conditions and institutional support influence classroom management practices. These studies emphasize the importance of examining classroom management within specific educational contexts, particularly among seasoned teachers whose professional experiences may shape their responses to classroom misbehavior.

### *1.2 Research Problem*

Managing classroom misbehavior remains an important responsibility of elementary school teachers because disruptive behavior can interfere with instruction, learner participation, and classroom organization. Although teachers employ preventive and corrective strategies, their perceived practices may differ according to professional experience, demographic characteristics, and classroom conditions. Apan (2024) identified continuing challenges in managing disruptive behavior and maintaining learner discipline, while Impuesto (2024) demonstrated the relevance of teachers' characteristics and working environments to classroom management practices. In selected public elementary schools in San Pascual, Masbate, there is a need to systematically examine how seasoned teachers perceive their classroom management practices, particularly in terms of proactive practices, reactive practices, reinforcement practices, and instructional engagement. The study also investigates whether these perceived practices are significantly related to teachers' age, sex, civil status, educational attainment, position, and years of service.

### *1.3 Research Gap*

Existing studies have examined classroom management strategies, teacher self-efficacy, professional development, and learner behavior across various educational settings. However, their findings do not fully explain how seasoned teachers perceive their classroom management practices within specific rural public elementary school contexts. For instance, Woodcock and Reupert (2024) focused on beginning primary teachers, while Paramita et al. (2024) investigated predictors of proactive classroom management among Indonesian primary teachers. Garcia (2025) compared classroom management approaches among beginning and experienced teachers in a Philippine secondary school context, indicating that years of teaching experience do not necessarily determine management effectiveness. Philippine studies by Gabriz and Mackie (2023), Mahusay and Ching (2024), and Impuesto (2024) provide relevant evidence concerning classroom management, teacher–student relationships, and working conditions. Nevertheless, the reviewed literature provides limited evidence specifically examining the combined dimensions of proactive, reactive, reinforcement, and instructional engagement practices among seasoned teachers in selected public elementary schools in San Pascual, Masbate. This study addresses this contextual and empirical gap by examining seasoned teachers' self-reported classroom management practices and their relationships with demographic characteristics. It contributes localized evidence that may inform professional development and school-based classroom management initiatives.

### *1.4 Purpose and Objectives of the Study*

This study aimed to determine the perceived classroom management practices of seasoned teachers in managing classroom misbehavior in selected public elementary schools in San Pascual, Masbate. Specifically, it sought to determine the respondents' demographic profiles in terms of age, sex, civil status, educational attainment, position, and years of service; assess their perceived classroom management practices in terms of proactive practices, reactive practices, reinforcement practices, and instructional engagement; and determine whether significant relationships exist between their demographic characteristics and perceived classroom management practices. By addressing these objectives, the study provides a contextual understanding of how experienced elementary school teachers perceive their approaches to managing classroom misbehavior.

### *1.5 Significance and Practical Contribution of the Study*

The study provides relevant information for teachers, school administrators, educational policymakers, learners, and future researchers. Its findings may assist the Department of Education and school administrators in identifying classroom management practices that can inform instructional supervision, teacher mentoring, and professional development programs. Gunersel et al. (2023) highlighted the value of consistent reinforcement and positive classroom relationships, while Duan et al. (2024) emphasized the association between classroom management self-efficacy and teacher-, classroom-, and school-level factors. For seasoned teachers, the findings may encourage reflective evaluation of existing classroom management practices. For novice teachers, the study may provide practical insights into strategies perceived as useful by experienced educators. Parents and learners may benefit indirectly from school initiatives that promote consistent expectations, positive behavior, and supportive classroom environments. The study also contributes localized empirical evidence concerning classroom management in public elementary schools. Its practical contribution lies in identifying areas for strengthening teacher support and classroom management practices rather than establishing causal effects on learner achievement or behavior.

### *1.5. Significance and Practical Contribution of the Study*

The study primarily supports Sustainable Development Goal 4 (Quality Education), which promotes inclusive and equitable quality education and effective learning environments. Its relevance is particularly evident in Target 4.a, which emphasizes safe, inclusive, nonviolent, and effective learning environments, and in the broader professional support objectives associated with Target 4.c. UNESCO and the International Task Force on Teachers for Education 2030 (2024) emphasized the importance of supporting teachers and strengthening the teaching profession to achieve quality education. By examining classroom management practices associated with maintaining discipline, promoting positive behavior, and encouraging instructional engagement, the study may contribute to educational and institutional sustainability. Its findings can inform continuous professional development, strengthen school-based instructional practices, and support more responsive classroom management approaches. The study's contribution to sustainability is therefore educational and institutional, with potential indirect benefits for learner well-being and community development. These represent practical implications of the research rather than directly measured SDG outcomes.

## 2. METHODOLOGY

This study employed a quantitative approach to examine the perceived classroom management practices of seasoned teachers in managing classroom misbehavior in selected public elementary schools in San Pascual, Masbate. Data were gathered through a structured questionnaire and analyzed using descriptive and correlational statistical techniques to assess classroom management practices and their relationships with respondents' demographic characteristics.

### *2.1 Research Design*

The study utilized a descriptive-quantitative research design to assess the perceived classroom management practices of seasoned teachers in managing classroom misbehavior. A structured survey questionnaire was employed to collect numerical data on respondents' demographic characteristics and their perceived classroom management practices in terms of proactive practices, reactive practices, reinforcement practices, and instructional engagement. The design also examined the significant relationships between teachers' demographic profiles and their perceived classroom management practices. This approach enabled the systematic description and statistical analysis of the variables under investigation.

### *2.2 Research Locale*

The study was conducted in selected public elementary schools in San Pascual, Masbate, Philippines, specifically Palanas Elementary School, Gemino Elementary School, and Santos H. Bulanon Central School. These schools provided the setting for examining seasoned teachers' perceptions of classroom management practices in managing learner misbehavior. The geographical scope was limited to these selected public elementary schools, with emphasis on teachers' professional experiences and classroom management practices within their respective educational environments.

### *2.3 Sampling Technique*

The study employed purposive sampling to select seasoned teachers with at least ten years of teaching experience from the identified public elementary schools. Respondents were selected based on their teaching experience and direct involvement in classroom instruction and behavior management. The number of respondents depended on the availability of qualified teachers who met the established selection criteria. Participation was voluntary, ensuring that the data reflected the perceptions and experiences of eligible seasoned teachers.

### *2.4 Data Gathering Procedure*

Data collection commenced after the research proposal was approved by the thesis committee. The researcher secured permission to conduct the study through the appropriate Schools Division Office and participating schools. A structured questionnaire was developed to gather information on respondents' age, sex, civil status, educational attainment, position, and years of service, together with their perceived proactive, reactive, reinforcement, and instructional engagement practices. The questionnaire underwent expert evaluation and validation to establish the clarity, relevance, and appropriateness of its items. A pilot test was conducted with a small group of teachers and individuals comparable to the target respondents, with Cronbach's alpha used to assess internal consistency. Following the review and revision of the instrument, 30 questionnaire copies were reproduced and distributed to qualified respondents with their approval. The completed questionnaires were retrieved after a period exceeding one month, and the collected responses were organized, tallied, and prepared for statistical analysis.

### *2.5 Data Analysis*

The collected data were analyzed using frequency counts, percentages, weighted means, and Pearson correlation coefficients. Frequency counts and percentages were employed to describe respondents' demographic profiles in terms of age, sex, civil status, educational attainment, position, and years of service. Weighted means were calculated to determine the respondents' perceived classroom management practices across the four dimensions of proactive practices, reactive practices, reinforcement practices, and instructional engagement. Pearson correlation analysis was utilized to examine the relationships between respondents' demographic characteristics and their perceived classroom management practices. The correlation coefficients were interpreted according to the strength and direction of the relationships. Statistical processing was conducted with the assistance of an expert statistician, and the resulting data were analyzed and interpreted in relation to the study objectives.

### *2.6 Ethical Considerations*

The study observed ethical considerations through the acquisition of institutional permission before data collection. Participation was voluntary, and respondents were informed that their responses would be treated with confidentiality and anonymity. Questionnaires were administered with the respondents' approval, and the information gathered was used for the purposes of the research. These measures were intended to protect respondents' privacy and support the responsible collection and analysis of research data.

## 3. RESULTS AND DISCUSSION

### *3.1. Demographic Profile of the Respondents*

#### *3.1.1 Age*

Of the 30 respondents, eight (26.67%) were aged 51 years and above, while six (20.00%) belonged to each of the 31–35, 36–40, and 41–45 age groups. Four respondents (13.33%) were aged 46–50, and none were aged 30 years or below. The largest age group comprised teachers aged 51 years and above. The age distribution reflects the study's emphasis on seasoned teachers with substantial professional experience. However, age alone does not necessarily determine classroom management competence. Duan et al. (2024) found no significant relationship between teachers' age and classroom management self-efficacy, suggesting the importance of examining other professional and contextual factors.

#### *3.1.2 Sex*

The findings revealed that 27 respondents (90.00%) were female, while three (10.00%) were male. Female teachers therefore constituted the predominant group within the sample. This

distribution describes the sex composition of the participating seasoned teachers but does not establish differences in classroom management practices between male and female respondents. Duan et al. (2024) similarly reported no significant association between teacher gender and classroom management self-efficacy in their meta-analysis.

#### *3.1.3 Civil Status*

Most respondents were married, accounting for 23 teachers (76.67%). Six respondents (20.00%) were single, while one (3.33%) was a widower. The predominance of married respondents provides information about the personal characteristics of the participating teachers. However, the descriptive findings do not establish whether civil status influences their classroom management practices or professional responsibilities.

#### *3.1.4 Educational Attainment*

Seventeen respondents (56.67%) had earned master's degree units, 11 (36.67%) held bachelor's degrees, and two (6.67%) had completed master's degrees. None had earned doctoral units or completed a doctoral degree. The findings indicate that more than half of the respondents had undertaken graduate-level coursework without completing a master's degree. Although graduate education may provide opportunities for professional development, academic qualifications do not independently establish classroom management effectiveness. Duan et al. (2024) found no significant relationship between educational level and classroom management self-efficacy.

#### *3.1.5 Teaching Position*

Sixteen respondents (53.33%) occupied Teacher III positions, nine (30.00%) were Teacher I, and five (16.67%) were Teacher II. None held Master Teacher I or Master Teacher II positions. The predominance of Teacher III respondents indicates that more than half of the participating teachers occupied this teaching rank. Nevertheless, the findings do not establish that position determines classroom management practices. Professional competence and classroom management may also be shaped by experience, training, and institutional support (Duan et al., 2024).

#### *3.1.6 Years of Service*

Fourteen respondents (46.67%) had 11–15 years of teaching service, ten (33.33%) had served for 21 years or more, and six (20.00%) belonged to the reported 15–20-year category. All respondents had more than ten years of teaching experience. These findings confirm that the respondents possessed substantial teaching experience consistent with the study's selection criteria. Duan et al. (2024) identified a positive association between teaching experience and classroom management self-efficacy. However, the present descriptive results do not independently establish that longer service produces more effective classroom management practices.

### *3.2 Perceived Classroom Management Practices in Managing Classroom Misbehavior*

#### *3.2.1 Proactive Practices*

The respondents strongly agreed with all ten indicators of proactive classroom management, obtaining an overall weighted mean of 3.72. Establishing clear classroom routines received the highest weighted mean of 3.80, followed by explaining classroom rules, arranging seating to minimize distractions, building positive teacher–student relationships, and setting behavioral expectations during group activities, each obtaining 3.77. Implementing clear procedures during transitions received the lowest weighted mean of 3.60, although it remained within the strongly

agree category. The results suggest that seasoned teachers place considerable emphasis on preventive classroom management, particularly through routines, expectations, and positive relationships. Alasmari and Althaqafi (2024) emphasized the importance of proactive classroom management strategies and teachers' self-efficacy, while Paramita et al. (2024) identified professional learning and self-efficacy as predictors of teachers' reported use of proactive strategies. Poling et al. (2022) further highlighted the contribution of positive teacher–student relationships to supportive classroom environments. These findings support the relevance of preventive and relational practices in classroom management.

#### *3.2.2 Reactive Practices*

Reactive classroom management practices obtained an overall weighted mean of 3.57, interpreted as strongly agree. Responding immediately to misbehavior and conducting restorative conversations received the highest weighted means of 3.67. Providing verbal warnings and adjusting disciplinary actions according to behavioral severity each obtained 3.63, while consistent application of consequences received 3.60. Communicating with parents regarding repeated behavioral concerns obtained 3.45, and separating students involved in conflicts received the lowest weighted mean of 3.43. The results indicate that respondents perceive themselves as using immediate corrective responses alongside communication and restorative approaches. Aniñon and Obiso (2025) identified clear classroom rules, post-lesson counseling, and warnings as highly rated strategies for managing student misbehavior in Philippine public elementary schools. Poling et al. (2022) also highlighted relationship-oriented approaches to managing classroom interactions. The relatively lower ratings for parental communication and conflict separation suggest possible areas for strengthening reactive management practices, although all indicators received strongly agree ratings.

#### *3.2.3 Reinforcement Practices*

Reinforcement practices obtained an overall weighted mean of 3.73, interpreted as strongly agree. Using reinforcement strategies to motivate appropriate behavior received the highest weighted mean of 3.83, followed by positive gestures such as smiles and thumbs-up signs at 3.80. Providing rewards and granting privileges each obtained 3.77, while praising positive behavior, providing constructive feedback, and recognizing the value of reinforcement each received 3.73. Public recognition of good behavior obtained the lowest weighted mean of 3.60. These findings indicate that respondents strongly endorse positive reinforcement as a classroom management practice, particularly through motivation, gestures, rewards, and feedback. Ansah (2024) identified positive reinforcement and established routines among the classroom management strategies used by early childhood teachers. Pérez et al. (2023) emphasized behavior-specific praise as a practical approach to promoting engagement and reducing disruptive behavior. Similarly, Justus et al. (2023) demonstrated that self-monitoring increased elementary teachers' use of behavior-specific praise, while Ellis et al. (2025) found that school-based coaching and performance feedback increased teachers' use of this strategy. Collectively, these studies support reinforcement as an important component of positive classroom management.

#### *3.2.4 Instructional Engagement*

Instructional engagement obtained the highest overall weighted mean among the four classroom management dimensions at 3.86, interpreted as strongly agree. Using varied teaching strategies and adjusting instruction to learners' needs received the highest weighted means of 3.90.

Encouraging participation, connecting lessons to real-life experiences, providing clear explanations, and using visual aids or technology each obtained 3.87. Integrating interactive methods, including group work and activities, received the lowest weighted mean of 3.80. The findings suggest that seasoned teachers strongly value instructional variety, responsiveness to learning needs, and learner participation as components of classroom management. Vargas-Madriz et al. (2024), through a meta-analysis, established a positive association between teacher support and school engagement, emphasizing the importance of supportive educational environments. Poling et al. (2022) likewise identified positive teacher–student relationships as relevant to engagement and behavioral outcomes. These studies support the importance of instructional engagement and supportive interactions, although the present findings measure teachers' perceptions rather than directly observed learner engagement.

### *3.3 Relationship Between Demographic Profile and Classroom Management Practices*

The study reported a Pearson correlation coefficient of 0.33 between the respondents' demographic profile and perceived classroom management practices, indicating a weak positive linear relationship. With 28 degrees of freedom, a 0.05 significance level, and a critical correlation value of ±0.3610, the computed coefficient did not reach the threshold for statistical significance. Accordingly, the null hypothesis was not rejected. The finding indicates that the reported relationship was not statistically significant within the study sample. Duan et al. (2024) found that teacher age, gender, and educational attainment were not significantly associated with classroom management self-efficacy, although teaching experience showed a positive association. These findings provide relevant context but are not directly equivalent because the present study examined perceived classroom management practices rather than self-efficacy. Moreover, the reported correlation does not establish separate relationships for each demographic variable. Further analysis would be necessary to determine whether individual demographic characteristics are associated with particular classroom management dimensions.

## 4. CONCLUSIONS AND RECOMMENDATIONS

The study concludes that seasoned teachers in selected public elementary schools in San Pascual, Masbate demonstrate strong agreement regarding their perceived classroom management practices across proactive practices, reactive practices, reinforcement practices, and instructional engagement. Among these dimensions, instructional engagement received the highest overall rating, followed by reinforcement and proactive practices, while reactive practices received the lowest rating, although all were interpreted as strongly agree. These findings indicate that respondents particularly emphasize varied instructional strategies, positive reinforcement, established classroom routines, and appropriate responses to student misbehavior. The respondents were predominantly female, married, held Teacher III positions, had earned master's degree units, and possessed considerable teaching experience. Furthermore, the reported weak positive relationship between demographic characteristics and perceived classroom management practices was not statistically significant. Overall, the study provides localized evidence of seasoned teachers' perceived approaches to managing classroom misbehavior, highlighting the importance of maintaining supportive, organized, and engaging learning environments.

Based on the findings, school administrators should strengthen professional development programs focusing on classroom management strategies, particularly reactive practices, which received the lowest overall rating. Training sessions should emphasize appropriate responses to disruptive behavior, conflict management, parent–teacher communication, and consistent

implementation of disciplinary procedures. Teachers should continue utilizing effective instructional engagement, positive reinforcement, and proactive classroom management practices while improving areas with relatively lower ratings, particularly classroom transitions and student conflict management. School administrators should also establish a standardized system for documenting behavioral incidents, monitoring interventions, and evaluating classroom management practices to promote consistency and informed decision-making. Experienced teachers should be encouraged to mentor beginning teachers by sharing practical strategies developed through years of classroom experience. Furthermore, future researchers should conduct similar studies involving larger samples across other schools and districts in Masbate to examine whether the findings remain consistent across different educational settings and teacher populations.

The study was limited to 30 seasoned teachers selected through purposive sampling from three public elementary schools in San Pascual, Masbate, restricting the generalizability of its findings. Data were obtained through self-reported questionnaires measuring teachers' perceptions rather than direct observations of classroom management practices or actual learner behavior. The investigation focused exclusively on four classroom management dimensions and six demographic characteristics, excluding other potentially relevant factors. Furthermore, the descriptive-correlational design does not establish causal relationships between the variables. Future studies may address these limitations by including larger and more diverse samples, incorporating classroom observations, and examining additional factors influencing classroom management practices.

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