

CLASSROOM MANAGEMENT AND DISCIPLINE PRACTICES: BASIS FOR A CAPABILITY BUILDING PLAN

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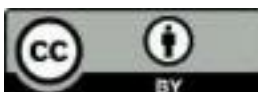
Abstract

This study determined the classroom management and discipline practices of Key Stage 2 teachers in selected public elementary schools in a medium-sized division in the Negros Island Region during the School Year 2025–2026, focusing on the responsive use of positive discipline, contextualization of Total Physical Response (TPR), assertive management, and modeling ideal behavior. Using a quantitative descriptive-comparative design, data from a validated researcher-made questionnaire were analyzed using descriptive statistics, Mann-Whitney U test, and Kruskal-Wallis H test. Results indicated that teachers demonstrated a very high level of classroom management and discipline practices across all areas, with no significant differences based on educational attainment, length of service, and grade level. However, significant differences were observed in the areas of contextualization of Total Physical Response and modeling ideal behavior when grouped according to age and length of service. While teachers generally exhibited strong competencies in managing classroom behavior, variations in the use of interactive and modeling strategies were evident. The study implies the need for targeted capability-building programs, strengthened mentoring systems, and continuous professional development initiatives to ensure consistent application of innovative and learner-centered classroom management strategies across all teacher groups.

Keywords: *Classroom management, positive discipline, Total Physical Response, assertive management, modeling ideal behavior*

Bio-profiles

Wendy L. Juen earned her Bachelor of Elementary Education in General Education from Colegio San Agustin-Bacolod. She passed the Licensure Examination for Teachers in 2013. She currently teaches at a public school in Silay City, NIR. Teaching diverse learners motivates her to pursue further studies, particularly in research.



Introduction

Rationale

Effective classroom management and discipline are essential in fostering a positive learning environment where learners can actively engage and achieve academic success. In Key Stage 2 classrooms, teachers play a critical role in establishing structured, inclusive, and learner-centered environments through appropriate management strategies.

The Department of Education emphasizes positive discipline, learner engagement, and inclusive practices aligned with the Philippine Professional Standards for Teachers. Strategies such as responsive positive discipline, Total Physical Response (TPR), assertive management, and modeling ideal behavior are widely recognized as effective approaches in managing classroom behavior and enhancing learning outcomes.

Despite the importance of these strategies, variations in teacher characteristics such as age, educational attainment, length of service, and grade level may influence how these practices are implemented. Understanding these variations is essential in identifying areas for improvement and designing appropriate capability-building programs.

Thus, this study was conducted to assess classroom management and discipline practices among Key Stage 2 teachers and provide a basis for a structured capability-building plan.

Literature Review

Classroom management is a fundamental component of effective teaching, influencing learner behavior, engagement, and academic performance. Studies emphasize that positive discipline strategies promote respectful classroom environments and support learners' self-regulation and motivation.

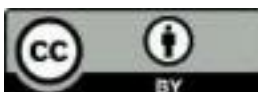
Movement-based strategies such as Total Physical Response (TPR) have been shown to enhance comprehension, retention, and participation by integrating physical activity with learning. Similarly, assertive management helps maintain classroom order through clear expectations and consistent rule enforcement, while modeling ideal behavior allows teachers to influence learners' social and ethical development.

Research also indicates that effective classroom management practices are often consistent across teachers due to standardized training and professional development. However, younger teachers may demonstrate greater use of innovative and interactive strategies due to recent training in learner-centered approaches.

Theoretical Underpinnings

The difficulties teachers encounter in implementing printed modular learning are influenced by task complexity, cognitive demands, social support, and systemic factors. This study explains these challenges through Perkins' Theory of Difficulty, Vygotsky's Social Constructivist Theory, Cognitive Load Theory (CLT), and Systems Theory.

Perkins' Theory of Difficulty asserts that challenges are not random but stem from the inherent properties of tasks. Certain components, or "hard parts," such as complex, unfamiliar, or implicit aspects, are consistently demanding and can hinder performance if they are not anticipated or



explicitly addressed. In printed modular learning, tasks such as preparing, distributing, retrieving modules, and evaluating student outputs involve the "hard parts," which can be particularly challenging for teachers new to modular instruction. Understanding these intrinsic task difficulties provides insight into why some activities require more effort and support, regardless of a teacher's experience or ability.

Vygotsky's Social Constructivist Theory complements this perspective by emphasizing the role of social interaction in learning. Teachers' ability to implement modular learning effectively depends not only on their skills but also on support from parents, colleagues, and administrators. Challenges such as monitoring learners' progress, providing feedback, and communicating with parents illustrate the need for scaffolding, aligning with Vygotsky's concept of the Zone of Proximal Development (ZPD), where learners perform best when guided through tasks just beyond their current capabilities.

Cognitive Load Theory (Sweller, 1988) further explains that both teachers and learners are limited by the capacity of their working memory. Teachers managing multiple modules, preparing lessons, and evaluating outputs experience high cognitive demands, while learners navigating complex instructions independently may struggle with comprehension and time management. This theory highlights the importance of instructional support, structured guidance, and efficient use of resources to reduce the mental burden on both teachers and students.

Finally, Systems Theory (Von Bertalanffy, 1968) situates teacher challenges within the broader school environment, illustrating that schools function as interconnected systems. Factors such as resource availability, module distribution processes, administrative support, and community engagement interact to influence the effectiveness of printed modular learning. Teachers' difficulties are therefore shaped not only by task complexity and cognitive demands but also by systemic conditions that either facilitate or hinder implementation.

Together, these theories provide a comprehensive lens for understanding teachers' challenges in printed modular learning. They explain how intrinsic task difficulty, social support, cognitive demands, and systemic factors converge to influence teacher performance and learner engagement. By applying this theoretical framework, the study aims to identify sources of difficulty and inform strategies, support mechanisms, and capacity-building initiatives to enhance the effective implementation of printed modular learning.

Objectives

The study aimed to determine the level of classroom management and discipline practices of Key Stage 2 teachers in selected public elementary schools in a medium-sized division in the Negros Island Region during the School Year 2025-2026. Specifically, this study sought to determine the profile of the teacher-respondents in terms of age, highest educational attainment, length of service, and grade level handled; the level of classroom management and discipline practices in the areas of responsive use of positive discipline, contextualization of Total Physical Response, assertive management, and modeling ideal behavior; the level of these practices when grouped according to the respondents' demographic and professional characteristics; the significant difference in the level of classroom management and discipline practices when compared across the aforementioned variables; and, based on the findings, the formulation of a capability-building plan to enhance classroom management and discipline practices.



Methodology

This chapter discusses the research design, study locale, respondents, research instrumentation, the instrument's validity and reliability, data-gathering procedure, research ethics, analytical schemes, and statistical tools employed in the study.

Research Design

This study employed a quantitative descriptive-comparative research design to determine the level of classroom management and discipline practices of Key Stage 2 teachers in selected public elementary schools in a medium-sized division in the Negros Island Region during School Year 2025–2026.

Descriptive research systematically collects and analyzes numerical data to describe characteristics or conditions as they naturally occur, without manipulating variables. This design enabled the researcher to assess teachers' practices in terms of responsive use of positive discipline, contextualization of Total Physical Response (TPR), assertive management, and modeling ideal behavior.

The comparative aspect of the design allowed the examination of differences in these practices when grouped according to age, educational attainment, length of service, and grade level handled, thereby providing a basis for conclusions and the formulation of a capability-building plan.

Locale of the Study

The study was conducted in selected public elementary schools in a medium-sized division in the Negros Island Region. These schools cater to Key Stage 2 learners (Grades 4 to 6) and are characterized by diverse teaching personnel in terms of age, experience, and educational attainment.

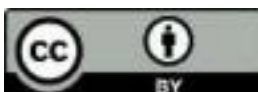
The locale was chosen due to its accessibility, representativeness of public elementary school settings, and its relevance to the implementation of classroom management and discipline practices aligned with Department of Education standards.

Respondents of the Study

The respondents of the study were Key Stage 2 teachers handling Grades 4, 5, and 6 in the selected public elementary schools. A total of 114 teachers participated in the study. Purposive sampling was employed to select respondents who are actively engaged in classroom instruction and directly responsible for implementing classroom management and discipline practices. This ensured that the data gathered were relevant, reliable, and aligned with the objectives of the study.

Data Gathering Instrument

A self-developed questionnaire was used to gather the necessary data for the study on classroom management and discipline practices. The instrument was divided into two parts. Part I collected the demographic profile of the respondents, including age, educational attainment, length of service, and grade level handled. Part II assessed the level of classroom management and discipline practices of teachers in four key areas: responsive use of positive discipline, contextualization of Total Physical Response (TPR), assertive management, and modeling of ideal behavior, with a set of indicators under each area. Respondents rated each statement using a 5-point Likert scale, where 5 =



Very High, 4 = High, 3 = Moderate, 2 = Low, and 1 = Very Low, reflecting the extent to which each practice was observed in their classroom management and discipline strategies.

Instrument Validity and Reliability

The instrument underwent content and face validation by experts in educational management and classroom instruction. The computed validity index was 4.93, interpreted as very high validity, indicating that the instrument was clear, relevant, and aligned with the study's objectives. Reliability testing was conducted through pilot testing among teachers outside the study locale. The responses were analyzed using Cronbach's alpha, which yielded a coefficient within the acceptable range, confirming that the instrument was reliable and consistent in measuring classroom management and discipline practices.

Data Gathering Procedure

Data were collected from 114 Key Stage 2 teachers in selected public elementary schools in a medium-sized division in the Negros Island Region during SY 2025–2026. Prior to data collection, permission was secured from the Schools Division Office and school principals. The validated researcher-made questionnaire was then personally administered to the respondents. The purpose of the study was explained, and informed consent was obtained. Respondents were given sufficient time to complete the questionnaire, which assessed their classroom management and discipline practices using a 5-point Likert scale. After retrieval, responses were encoded, tabulated, and analyzed to determine the level of practices across the four identified domains. This procedure ensured the systematic, ethical, and accurate collection of data for analysis.

Research Ethics Protocol

Ethical clearance was secured prior to the conduct of the study from the Schools Division Office and the participating public elementary schools within the study locale. The study utilized a structured questionnaire to gather data on the demographic profile and classroom management and discipline practices of the respondents. Before participation, written informed consent was obtained. Respondents were fully informed about the purpose of the study, the data-gathering procedures, their right to ask questions, and their right to withdraw from participation at any time without penalty, ensuring respect for participant autonomy.

The study observed the principles of non-maleficence by ensuring that no physical, psychological, or social harm was inflicted on the participants. Beneficence was likewise upheld, as the findings are intended to contribute to the development of a capability-building plan for teachers. Justice was observed through fair and equal treatment of all respondents, and results were reported in aggregate form to ensure that no individual participant could be identified.

Confidentiality and data privacy were strictly maintained in accordance with the Data Privacy Act of 2012 (Republic Act No. 10173). All electronic data were stored in password-protected files, while printed materials were kept in a secure, locked cabinet accessible only to the researcher. All data will be securely disposed of one year after the completion of the study. As the research involved no intervention or sensitive procedures, debriefing was not required after data collection.



Analytical and Statistical Schemes

Objective No. 1 employed a descriptive-analytic scheme using frequency counts and percentages to determine the demographic profile of the respondents in terms of age, educational attainment, length of service, and grade level handled. Objective No. 2 also employed a descriptive-analytic scheme using mean scores to determine the level of classroom management and discipline practices in terms of responsive use of positive discipline, contextualization of Total Physical Response (TPR), assertive management, and modeling of ideal behavior. Objective No. 3 used a comparative descriptive analysis with mean scores to examine variations in the level of classroom management and discipline practices when grouped according to the respondents' demographic profile variables. Objective No. 4 employed an inferential analytical scheme using the appropriate test of difference to determine whether significant differences existed in the level of classroom management and discipline practices when grouped according to demographic characteristics, with $p \leq 0.05$ set as the level of significance.

Results and Discussion

This section presents the study's findings derived from systematic data collection, thorough analysis, and careful interpretation. The results are discussed in relation to the study's objectives, providing meaningful insights and serving as a basis for drawing evidence-based conclusions and recommendations.

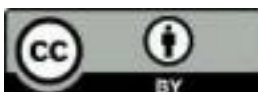
Profile of the teacher respondents in terms of Age, Civil Status, Highest Education Attainment, and Length of Service

Table 1

Profile of the Respondents

Variables	Categories	Frequency	Percentage
Age	Younger (below 41 years old)	47	41.20
	Older (41 years old and above)	67	58.80
	Total	114	100
Educational Attainment	Lower (Bachelor's Degree)	57	50.00
	Higher (Master's and Doctoral)	57	50.00
	Total	114	100
Length of Service	Shorter (below 12 years)	42.1	42.10
	Longer (12 years and above)	57.9	57.90
	Total	114	100
Grade Level	Grade 4	37	32.50
	Grade 5	36	31.60
	Grade 6	41	36.00
	Total	114	100

Table 1 presents the respondents' profile, showing a relatively balanced distribution across key variables. In terms of age, 58.80% of the respondents are 41 years old and above,



while 41.20% belong to the younger age group. For educational attainment, the respondents are evenly distributed, with 50.00% holding bachelor's degrees and 50.00% having master's or doctoral degrees. As to length of service, 57.90% have 12 years or more of teaching experience, while 42.10% have less than 12 years. In terms of grade level handled, the distribution is fairly even, with Grade 6 teachers comprising 36.00%, followed by Grade 4 at 32.50% and Grade 5 at 31.60%. This profile suggests that most respondents are experienced teachers with substantial exposure to classroom practice, complemented by a balanced level of academic preparation and representation across intermediate grade levels. This implies that respondents are well-positioned to provide reliable insights on classroom management and discipline practices, as their experience and professional background may influence their instructional and behavioral management strategies.

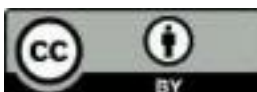
Level of Classroom Management and Discipline Practices in Responsive Use of Positive Discipline, Contextualization of Total Physical Response, Assertive Management, and Modeling Ideal Behavior

Table 2

Level of Classroom Management and Discipline Practices in Responsive Use of Positive Discipline

Items	Mean	Interpretation
Responsive Use of Positive Discipline		
1. I provide clear explanations of classroom rules and expectations.	4.86	Very High Level
2. I reinforce good behavior through praise and encouragement.	4.78	Very High Level
3. I use corrective feedback without embarrassing learners.	4.76	Very High Level
4. I involve learners in setting classroom norms.	4.86	Very High Level
5. I recognize and reward improvement in student behavior.	4.89	Very High Level
6. I maintain consistency when enforcing classroom rules.	4.87	Very High Level
7. I address disruptive behavior promptly but respectfully.	4.89	Very High Level
8. I adapt disciplinary strategies to suit individual learner needs.	4.85	Very High Level
9. I encourage peer accountability for maintaining a positive classroom environment.	4.76	Very High Level
10. I model calm and respectful responses when resolving conflicts.	4.76	Very High Level
Overall Mean	4.83	Very High Level

Table 2 presents the respondents' profile, showing a relatively balanced distribution across key variables. In terms of age, 58.80% of the respondents are 41 years old and above, while 41.20% belong to the younger age group. For educational attainment, the respondents are evenly distributed, with 50.00% holding bachelor's degrees and 50.00% having master's or doctoral degrees. As to length of service, 57.90% have 12 years or more of teaching experience, while 42.10% have less than 12 years. In terms of grade level handled, the distribution is fairly even, with Grade 6 teachers comprising 36.00%, followed by Grade 4 at 32.50% and Grade 5 at 31.60%. This finding indicates that most respondents are experienced teachers with substantial exposure to classroom practice, complemented by a balanced level of academic preparation and representation across intermediate grade levels. This further indicates that respondents are well-positioned to provide reliable insights on



classroom management and discipline practices, as their experience and professional background may influence their instructional and behavioral management strategies.

Table 3

Level of Classroom Management and Discipline Practices in Contextualization of Total Physical Response

Items	Mean	Interpretation
Contextualization of Total Physical Response (TPR)		
1. I integrate physical movements to reinforce lesson content.	4.75	Very High Level
2. I use gestures and actions to clarify instructions.	4.82	Very High Level
3. I encourage learners to respond physically to commands for better understanding.	4.85	Very High Level
4. I adapt TPR activities to match learners' developmental levels.	4.74	Very High Level
5. I incorporate movement-based activities to maintain learner engagement.	4.67	Very High Level
6. I use TPR to reinforce vocabulary and key concepts.	4.59	Very High Level
7. I monitor learners' responses during TPR activities for understanding.	4.75	Very High Level
8. I adjust TPR activities according to classroom space and resources.	4.67	Very High Level
9. I encourage active participation from all learners during TPR.	4.75	Very High Level
10. I use TPR to create an interactive and enjoyable learning environment.	4.67	Very High Level
Overall Mean	4.73	Very High Level

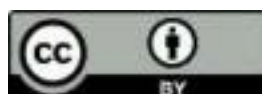
Table 3 presents the level of classroom management and discipline practices in terms of the contextualization of Total Physical Response (TPR). The results reveal that the respondents perceived the overall level as very high, as reflected in a mean of 4.73. At the item level, the highest mean was recorded for encouraging learners to respond physically to commands ($M = 4.85$), indicating strong utilization of active learner engagement strategies. Meanwhile, the lowest means were observed for adjusting TPR activities based on classroom space and resources and reinforcing vocabulary through movement-based strategies ($M = 4.59$ – 4.67), suggesting minor constraints in maximizing instructional conditions and content integration.

These findings indicate that teachers consistently implement TPR as an effective classroom strategy that promotes active participation and comprehension. This aligns with Magdalena and Sulisty (2021), who found that Total Physical Response enhances learner engagement, comprehension, and retention by integrating physical movement with language learning. Similarly, Pitaloka et al. (2025) emphasized that TPR strengthens learner participation by promoting active cognitive and behavioral engagement in classroom instruction. Overall, teachers demonstrate strong competence in applying TPR, although further refinement in resource adaptation and instructional design may further enhance its effectiveness in diverse classroom settings.

Table 4

Level of Classroom Management and Discipline Practices in Assertive Management

Items	Mean	Interpretation
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Assertive Management

1. I establish clear boundaries and expectations for behavior in the classroom.	4.89	Very High Level
2. I enforce rules fairly and consistently for all learners.	4.86	Very High Level
3. I use firm but respectful communication when addressing misbehavior.	4.90	Very High Level
4. I maintain authority while fostering a supportive classroom climate.	4.91	Very High Level
5. I address behavioral issues directly without delay.	4.25	High Level
6. I apply classroom consequences appropriately and proportionately.	4.18	High Level
7. I encourage learners to take responsibility for their actions.	4.93	Very High Level
8. I remain confident and composed when managing difficult situations.	4.81	Very High Level
9. I prevent potential disruptions by proactive classroom monitoring.	4.78	Very High Level
10. I balance assertiveness with empathy to maintain classroom order.	4.85	Very High Level
Overall Mean	4.74	Very High Level

Table 4 presents the level of classroom management and discipline practices in terms of assertive management. The results reveal an overall mean of 4.74, interpreted as a very high level, indicating that teachers consistently apply assertive strategies in managing classroom behavior. This finding indicates that respondents demonstrate strong competence in establishing clear expectations, maintaining authority, and fostering a disciplined yet supportive classroom environment. At the item level, the highest mean was observed for “I encourage learners to take responsibility for their actions” ($M = 4.93$), followed by “I maintain authority while fostering a supportive classroom climate” ($M = 4.91$) and “I use firm but respectful communication when addressing misbehavior” ($M = 4.90$), all interpreted as very high level. Meanwhile, the lowest means were noted for “I apply classroom consequences appropriately and proportionately” ($M = 4.18$) and “I address behavioral issues directly without delay” ($M = 4.25$), both interpreted as high levels. This suggests that while teachers consistently demonstrate assertive management practices, there are slight challenges in the immediacy and consistency of applying corrective actions and consequences.

These findings indicate that assertive management is effectively practiced in the classroom, particularly in promoting learner responsibility, maintaining authority, and ensuring respectful communication. However, the relatively lower ratings in timely intervention and consequence implementation imply the need for further strengthening of consistency in managing behavioral issues. This aligns with Emmer and Sabornie (2021), who emphasized that effective classroom management depends not only on clear rules and teacher authority but also on the consistent and timely enforcement of behavioral expectations.

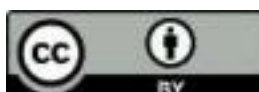


Table 5*Level of Classroom Management and Discipline Practices in Modeling Ideal Behavior*

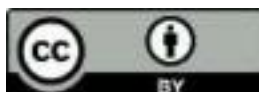
Items	Mean	Interpretation
Modeling Ideal Behavior		
1. I demonstrate punctuality and preparedness for each lesson.	4.60	Very High Level
2. I show respect in my interactions with learners and colleagues.	4.89	Very High Level
3. I model effective communication and active listening skills.	4.92	Very High Level
4. I demonstrate patience and understanding when learners make mistakes.	4.43	High Level
5. I exhibit honesty, integrity, and ethical behavior in the classroom.	4.91	Very High Level
6. I show enthusiasm and commitment to teaching and learning.	4.93	Very High Level
7. I model problem-solving and decision-making skills during lessons.	4.77	Very High Level
8. I demonstrate teamwork and collaboration with learners when appropriate.	4.89	Very High Level
9. I display self-control in handling challenging classroom situations.	4.55	Very High Level
10. I act as a role model for discipline and positive behavior for learners.	4.87	Very High Level
Overall Mean	4.78	Very High Level

Table 5 presents the level of classroom management and discipline practices in terms of modeling ideal behavior. The results reveal an overall mean of 4.78, interpreted as a very high level, indicating that teachers consistently demonstrate positive professional behavior in the classroom. This finding indicates that teachers effectively serve as role models of respect, responsibility, and professionalism for their learners. At the item level, the highest mean was observed for showing enthusiasm and commitment to teaching and learning ($M = 4.93$), followed by modeling effective communication and active listening skills ($M = 4.92$) and exhibiting honesty, integrity, and ethical behavior ($M = 4.91$), all interpreted as a very high level. Meanwhile, the lowest mean was recorded for demonstrating patience and understanding when learners make mistakes ($M = 4.43$), interpreted as a high level. This suggests that while teachers consistently exhibit strong professional and ethical behavior, there is a need to further strengthen patience and emotional regulation in handling learner errors. These findings indicate that teachers strongly model ideal behavior in the classroom, particularly in professionalism, communication, and ethical conduct. However, sustaining patience in challenging classroom situations may further enhance their role-modeling effectiveness. This is supported by Darling-Hammond et al. (2020), who emphasized that teacher behavior strongly influences classroom climate and student development, particularly in promoting positive social, emotional, and academic outcomes.

Comparative Analysis in the Level of Classroom Management and Discipline Practices in Responsive Use of Positive Discipline, Contextualization of Total Physical Response, Assertive Management, and Modeling Ideal Behavior when grouped and compared according to the Variables, Age, Highest Educational Attainment, Length of Service, and Grade Level

Table 6*Difference in the Level of Classroom Management and Discipline Practices in Responsive Use of Positive Discipline according to Variables*

Variable	Category	N	Mean Rank	Mann-Whitney U	Kruskal Wallis H	p-value	Sig. level	Interpretation
Age	Younger	47	63.59	1288.50		0.057	0.05	Not Significant



	Older	67	53.23				
Educational Attainment	Lower	57	60.43	1457.50	0.273	Not Significant	
	Higher	57	54.57				
Length of Service	Shorter	48	61.13	1410.00	0.248	Not Significant	
	Longer	66	54.86				
Grade Level	Grade 4	37	61.88				
	Grade 5	36	53.53	1.578	0.454	Not Significant	
	Grade 6	41	57.04				

The results reveal no significant differences in teachers' responsive use of positive discipline when grouped according to age, highest educational attainment, length of service, and grade level handled. In terms of age, younger teachers (mean rank = 63.59) and older teachers (mean rank = 53.23) did not differ significantly ($p = 0.057$). Similarly, no significant differences were found in educational attainment between lower-qualified (mean rank = 60.43) and higher-qualified teachers (mean rank = 54.57) ($p = 0.273$). Length of service also showed comparable results between shorter-service (mean rank = 61.13) and longer-service teachers (mean rank = 54.86) ($p = 0.248$). Across grade level, Grade 4 (mean rank = 61.88), Grade 5 (mean rank = 53.53), and Grade 6 teachers (mean rank = 57.04) likewise showed no significant difference ($p = 0.454$). Since all p -values are greater than 0.05, the null hypothesis is accepted across all variables.

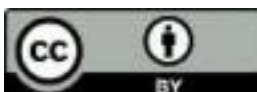
This finding indicates that teachers' application of responsive positive discipline is consistent regardless of their demographic and professional characteristics. This suggests that shared school policies, standardized classroom management practices, and common training opportunities may contribute to the uniform implementation of positive discipline strategies. This consistency is supported by Bear (2018), who emphasized that school-wide frameworks and structured behavior support systems ensure uniform application of positive discipline across teachers.

Table 7

Difference in the Level of Classroom Management and Discipline Practices in Contextualization of Total Physical Response according to Variables

Variable	Category	N	Mean Rank	Mann-Whitney U	Kruskal Wallis H	p-value	Sig. level	Interpretation
Age	Younger	47	67.82	1089.50		0.003		Significant
	Older	67	50.26					
Educational Attainment	Lower	57	60.90	1430.50		0.248		Not Significant
	Higher	57	54.10					
Length of Service	Shorter	48	62.51	1343.50		0.147	0.05	Not Significant
	Longer	66	53.86					
Grade Level	Grade 4	37	55.50					
	Grade 5	36	54.76		1.156	0.561		Not Significant
	Grade 6	41	61.71					

The results show a significant difference in age in the contextualization of Total Physical Response (TPR), while no significant differences were found in educational attainment, length of service, and grade level handled. In terms of age, younger teachers (mean rank = 67.82) demonstrated significantly higher TPR implementation than older teachers (mean rank = 50.26; $p = 0.003$), leading to the rejection of the null hypothesis for age. Meanwhile, educational attainment ($p = 0.248$), length



of service ($p = 0.147$), and grade level ($p = 0.561$) all yielded p -values greater than 0.05, indicating no significant differences; thus, the null hypotheses for these variables are accepted.

This finding indicates that the use of movement-based instructional strategies such as TPR is influenced by age, with younger teachers being more inclined to apply interactive and kinesthetic approaches, while educational background, teaching experience, and grade level do not significantly affect its implementation. This is supported by Lee and Low (2020), who noted that younger teachers are generally more open to innovative and student-centered teaching strategies due to more recent pedagogical training exposure.

Table 8

Difference in the Level of Classroom Management and Discipline Practices in Assertive Management according to Variables

Variable	Category	N	Mean Rank	Mann-Whitney U	Kruskal Wallis H	p-value	Sig. level	Interpretation
Age	Younger	47	61.90	1367.50		0.227		Not Significant
	Older	67	54.41					
Highest Educational Attainment	Lower	57	57.63	1617.00		0.966		Not Significant
	Higher	57	57.37					
Length of Service	Shorter	48	58.52	1535.00		0.775	0.05	Not Significant
	Longer	66	56.76					
Grade Level	Grade 4	37	54.95		0.359	0.836		Not Significant
	Grade 5	36	54.14					
	Grade 6	41	59.24					

Table 8 presents differences in the level of classroom management and discipline practices in terms of assertive management when grouped according to age, highest educational attainment, length of service, and grade level handled. The results reveal no significant differences across all variables, specifically age ($p = 0.227$), educational attainment ($p = 0.966$), length of service ($p = 0.775$), and grade level handled ($p = 0.836$). Since all p -values are greater than the 0.05 level of significance, the null hypotheses are not rejected, indicating that teachers demonstrate similar levels of assertive management regardless of their demographic and professional profiles.

This finding indicates that assertive management is consistently practiced across all groups of teachers, suggesting that its application is largely influenced by shared school policies, standardized training, and institutional expectations rather than individual characteristics. This is supported by Emmer and Sabornie (2021), who emphasized that consistent implementation of structured classroom rules and behavior systems strengthens effective classroom management across teacher groups.

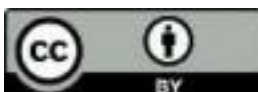


Table 9

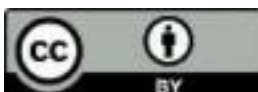
Difference in the Level of Classroom Management and Discipline Practices in Modeling Ideal Behavior according to Variables

Variable	Category	N	Mean Rank	Mann-Whitney U	Kruskal Wallis H	p-value	Sig. level	Interpretation
Age	Younger	47	73.84	806.50		0.000		Significant
	Older	67	46.04					
Educational Attainment	Lower	57	62.14	1360.00		0.124		Not Significant
	Higher	57	52.86					
Length of Service	Shorter	48	75.38	726.00		0.000	0.05	Significant
	Longer	66	44.50					
	Grade 4	37	55.11					
Grade Level	Grade 5	36	55.78		0.841	0.657		Not Significant
	Grade 6	41	61.17					

Table 9 presents differences in the level of classroom management and discipline practices in terms of modeling ideal behavior when grouped according to age, highest educational attainment, length of service, and grade level handled. The results reveal significant differences in age ($p = 0.000$) and length of service ($p = 0.000$), while no significant differences were found in educational attainment ($p = 0.124$) and grade level handled ($p = 0.657$). Since the p-values for age and length of service are below the 0.05 level of significance, the null hypotheses for these variables are rejected, indicating that these factors influence how teachers model ideal behavior. Conversely, the null hypotheses for educational attainment and grade level are not rejected. This finding indicates that younger teachers and those with shorter teaching experience demonstrate higher levels of modeling ideal behavior compared to older and more experienced teachers. This suggests that generational differences and recent professional preparation may influence the visibility and practice of positive role modeling in the classroom. This is supported by Darling-Hammond et al. (2020), who emphasized that teacher effectiveness and professional behaviors are often shaped by both experience and exposure to updated pedagogical training, which can influence classroom practices such as modeling appropriate behavior.

Conclusion

The study found that Key Stage 2 teachers in the selected schools generally demonstrate a very high level of classroom management and discipline practices across Responsive Use of Positive Discipline, Contextualization of Total Physical Response, Assertive Management, and Modeling Ideal Behavior, regardless of age, educational attainment, length of service, and grade level handled. While most indicators reflect consistently strong practices, slight variations were noted in the contextualization of Total Physical Response in terms of age and in modeling ideal behavior in terms of age and length of service, where younger and less experienced teachers showed relatively higher engagement. Based on these findings, the study highlights the importance of sustaining effective classroom management practices while providing targeted professional support to further enhance



teachers' use of interactive instructional strategies and professional role modeling across all teacher groups.

Acknowledgment

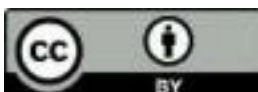
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Conflict of Interest

The researcher declares that there is no conflict of interest in the conduct of this study. The research was undertaken independently and was not influenced by any personal, financial, or institutional relationships that could be perceived to affect the objectivity, integrity, or outcomes of the research. All data were collected, analyzed, and reported in accordance with ethical standards to ensure impartiality and academic honesty.

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