

Teachers' Classroom Management and Classroom Discipline: A Correlational Study

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Abstract— This study explored the relationship between teachers' classroom management and classroom discipline at Martin M. Salimbangon National High School in Curva, Medellin, Cebu. It aimed to understand the professional backgrounds of Junior and Senior High School teachers, including years of teaching experience, educational backgrounds, and professional development, as well as the classroom management strategies and discipline practices they commonly use. A quantitative, correlational research design was employed. Data were gathered from 36 teachers using survey questionnaires, including a researcher-developed instrument and an adapted Likert-scale questionnaire. Descriptive statistics, weighted mean, and Pearson Correlation Coefficient were used to analyze the data. The findings showed that teachers consistently practiced effective classroom management and regularly maintained classroom discipline. Results also revealed that teachers' professional backgrounds were unrelated to either classroom management or classroom discipline. However, a significant relationship was found between classroom management strategies and classroom discipline, highlighting that well-managed classrooms tend to be more disciplined. The study emphasizes that effective classroom management is crucial for fostering discipline, regardless of a teacher's experience, educational level, or professional training. Based on these findings, the study recommends a course of action to enhance classroom practices further and support a positive, productive learning environment.

Keywords— Classroom Management, Classroom Discipline, Teachers.

I. INTRODUCTION

Classroom management is how teachers organize procedures to create and maintain productive learning environments,

covering both behavior expectations and lesson planning (Alam & Farid, 2018). Sabornie et al. (2020) explain that classroom management includes the ways teachers build a structured, supportive, and effective classroom. This involves planning lessons, managing student behavior, and encouraging positive interactions. On the other hand, classroom discipline is about the strategies teachers use to guide, correct, and support student behavior to keep order, build responsibility, and support academic and social growth (Bear, 2018). Gregory & Fergus (2017) add that classroom discipline means using preventive and corrective techniques to manage student behavior, make sure rules are followed, and help teaching and learning succeed. Classroom management and discipline are both key to creating a positive and productive learning environment. Still, studies show that teachers around the world, including in the Philippines, often find this challenging. Mananay & Sumalinog (2025) found that managing student behavior and keeping an efficient learning environment are major challenges for teachers in basic education. Some teachers succeed in building a positive classroom, while others have difficulties. Barredo (2024) also found that student instructors in primary education in the Philippines faced various classroom management problems, such as trouble maintaining order and controlling student behavior. Moreover, some research studies explore the interaction between teachers' class management and discipline methods. Other studies focus on what affects the success of these techniques and how they work together. Lopes & Oliveira (2022) note that factors such as student characteristics, school resources, socio-economic background, and school support all influence

how teachers manage discipline. Their study found that these factors impact how well teachers handle issues like disruptive or violent student behavior. Experienced teachers often approach classroom strategies with more insight and professional growth than less experienced teachers, even if the research does not always measure management and discipline by experience, which can relate to a teacher's own background. However, Noltemeyer et al. (2012) note that the effect of experience can differ a lot depending on the classroom management strategies used and each teacher's beliefs and teaching style. The research gap lies in the need for comprehensive, effective strategies to address the disproportionate and negative impact of disciplinary practices. There is a need for better, more effective strategies to address the unfair and negative effects of some disciplinary practices on students. While research increasingly shows the value of culturally responsive classroom management (CRCM), there is still a large gap between research findings and what schools do in practice. For this reason, the researchers are conducting a study at Martin M. Salimbanon National High School to find out how teachers' classroom management and discipline are related, and to develop actions that help teachers improve their strategies for managing student behavior and discipline.

II. STATEMENT OF THE PROBLEM

This study aims to identify the correlation between teachers' classroom management and classroom discipline at Martin M. Salimbanon National High School.

Specifically, this centers on the following:

1. What is the professional background of the Junior and Senior High School teachers at Martin M. Salimbanon National High School?
 - 1.1 years of teaching,
 - 1.2 educational background,
 - 1.3 professional development,
2. What are the teachers' classroom management strategies at Martin M. Salimbanon National High School?
3. What are the types of classroom discipline present at Martin M. Salimbanon National High School?
4. Is there a significant relationship between
 - 4.1 Professional background and teachers' classroom management strategies
 - 4.2 Professional background and types of classroom discipline
 - 4.3 Teachers' classroom management strategies and types of classroom discipline
5. Based on the findings, what relevant course of action can be implemented?

III. SIGNIFICANCE OF THE STUDY

This study looked at how teachers manage their classrooms and how that affects their disciplinary actions. Good classroom management helps create a positive learning environment, so it is important to understand what shapes teachers' decisions about discipline. By exploring how

classroom management and discipline are connected, the study offers suggestions for improving teacher training, updating school policies, and building better support systems. The goal is to help educators, policymakers, and researchers support fair discipline and better learning environments for all students.

IV. REVIEW OF RELATED LITERATURE

This literature review looks at what makes classroom management effective and how it relates to fair discipline. It gives an overview of key research and findings on the subject.

Defining Classroom Management

Classroom management means setting up a structured and positive environment where students can learn and stay focused (Aydin & Karabay, 2020; Zoromski et al., 2021). Studies show that teaching routines and expectations helps reduce off-task behavior (Burden, 2020; Reupert & Woodcock, 2016). For example, having a regular morning entrance routine in which students calmly queue outside the classroom, say hi to the teacher, and then go to their seats to start a short period of silent reading establishes an atmosphere of concentration and respect. A group work indicator, such as a soft chime, to signal the beginning and conclusion of group tasks, might be another successful practice. This not only minimizes chaos but also facilitates smooth transitions. Good management also boosts student performance and helps teachers do their jobs better (Marzano, 2015; Wang & Hall, 2019).

Defining Classroom Discipline

Classroom discipline uses strategies to handle disruptive behavior, keep learning on track, and respect students' dignity (Studocu Review, 2020; Gregory & Fergus, 2017). Today, discipline is more about teaching positive behavior than punishment, using calm and steady responses (Strobel Education, 2024; Evans & Vaandering, 2016). This change matches restorative practices, which focus on reflection and fixing relationships instead of removing students from class (Porter, 2016; Skiba et al., 2016). For example, instead of composing an office referral for a student who disrupts the lesson, a teacher may choose a restorative discussion in which the student considers their behavior and brainstorms ways to better. In addition to encouraging positive behavior, this method promotes a more welcoming and inclusive learning atmosphere.

Defining Effective Classroom Management

Effective classroom management is more than just enforcing rules. It means creating a positive classroom environment and encouraging good behavior from the beginning (Aldrup et al., 2020; Oliver et al., 2017). Strategies like showing procedures, praising positive actions, and setting clear routines help keep students involved (Evertson & Weinstein, 2024; Hester et al., 2017). Research also shows that steady management can lower teacher stress, which in turn enhances instructional quality by allowing educators to focus more on delivering engaging and informative lessons (Wills et al., 2018; Gage et al., 2020). This link between

reduced teacher stress and student achievement highlights the broader impact of effective management strategies beyond behavior control.

Culturally Responsive and Equitable Discipline

Culturally responsive classroom management (CR-CM) understands that culture affects behavior, communication, and expectations (Gay, 2018; Santiago-Rosario et al., 2023). In order to establish trust, teachers who employ CR-CM utilize restorative techniques such as community circles and consider their own prejudices (Ladson-Billings, 2016; REL Northwest, 2018). As one student expressed, 'When we sat in a circle and really listened to each other, it felt like I mattered and my voice was heard.' This method helps reduce racial discipline gaps and supports inclusion (Gregory et al., 2016; Paris & Alim, 2017). A useful self-check question for educators might be: 'Whose behavior counts as respectful in my room?' This invites reflection on implicit cultural norms and models culturally responsive practices.

Proactive Strategies and Positive Learning Environments

Proactive strategies like making rules together, using positive reinforcement, and giving reminders before issues come up can greatly cut down on misbehavior and increase student motivation (Karasova & Nehyba, 2023; Simonsen & Myers, 2020). Collaborative rule-setting allows students to take part in the creation of rules, fostering a sense of ownership and mutual respect. This contrasts with token reinforcement systems, where students are given tangible rewards for exhibiting desired behaviors. While collaborative rule-setting builds intrinsic motivation, token reinforcement provides clear incentives for positive behavior. Classrooms based on mutual respect lead to better participation and learning (Jones & Jones, 2016; Wills et al., 2018). Routines, smooth transitions, and visual schedules are also key parts of proactive management (Alter & Haydon, 2017; MacSuga-Gage et al., 2021).

Strong teacher-student relationships are linked to better student behavior, higher academic achievement, and improved emotional well-being (Pianta, Hamre, & Allen, 2016; Quin, 2017). When teachers are warm, build trust, and communicate openly, there are fewer conflicts and more cooperation (Gregory & Fergus, 2017; Roorda et al., 2017). These relationships are the basis for effective and fair classroom management (Sabol & Pianta, 2016; Wang & Eccles, 2019).

Student Perspectives and Collaborative Discipline

When students help make classroom rules and discipline systems, they feel more ownership and motivation (Delpit, 2024; Dionisio & Gray-Nicolas, 2023). Working together builds critical thinking, problem-solving, and responsibility (Mitra, 2018; Lane et al., 2021). Letting students share their opinions also leads to more cooperation and less defiance in class (Cook-Sather, 2016; Morrison et al., 2020).

Effective reactive strategies are respectful, calm, and focus on teaching the right behavior without making conflicts worse (Strobel Education, 2024; Oliver et al., 2017). Teachers can redirect students in private, stay close by, and give behavior prompts (Simonsen & Myers, 2020; O'Neill & Stephenson,

2018). Research shows these methods lower the chances of repeated misbehavior (Frontiers Review, 2023; Fenning et al., 2020).

Identifying and Dealing with the Root Causes of Disruptive Behavior

Restorative strategies like conferencing and conflict resolution circles try to understand why misbehavior happens and repair relationships (REL Northwest, 2019; Thorsborne & Blood, 2017). These methods help students reflect, build empathy, and rejoin the class community (Gregory et al., 2016; Wong et al., 2020). Dealing with trauma or unmet emotional needs can lead to lasting positive changes in behavior (Payne & Welch, 2017; Acosta et al., 2019).

Disparities in Discipline and the Role of Fair Approaches

Due to institutional biases, inconsistent procedures, and misinterpretations of behavior, students of color continue to experience unfair discipline (Skiba et al., 2015; Annamma et al., 2019). The need for culturally responsive and reflective practices is demonstrated by the fact that Black and Latinx students are frequently treated more severely for the same misbehavior (Gregory et al., 2017; Zimmerman, 2024). Reforms that focus on equity, inclusion, and restorative practices are needed for real change (Losen & Martinez, 2017; Vincent et al., 2018).

In summary, effective classroom management is an important part of teaching. It uses proactive strategies, strong teacher-student relationships, and methods that respect students' cultures. Research shows that good classroom management leads to better student achievement, so it should be a main focus for teachers. (Evaluation of a Classroom Management Training Program for Middle School Teachers, 2025) Future research should explore culturally responsive methods and the long-term effects of different management strategies.

V. RESEARCH METHODOLOGY

This chapter discussed the research design, environment, respondents, instrument, data-gathering procedure, data analysis, and ethical considerations in the study Teachers' Classroom Management and Classroom Discipline at Martin M. Salimbangon National High School.

Research Design

The study was a quantitative research method following a statistical-correlational design. A correlational research design investigates relationships between variables without the researcher controlling or manipulating them. The link between two or more variables is represented by a correlation, which also indicates the relationship's strength and/or direction. The direction of a correlation can be either positive or negative (Bhandari, 2023). This design is utilized to identify if there is a relationship between the teacher's classroom management and classroom discipline at Martin M. Salimbangon National High School.

Research Environment

The study was conducted at Martin M. Salimbangon

National High School, a public school in Curva, Medellin, Cebu. Originally named Curva National High School, it was founded in 1990 and later renamed in honor of its founder, Martin M. Salimbangon. With approximately 911 students and 36 teachers, it became one of the most reputable public schools in Medellin, Cebu. Since its inception, the research environment has consistently implemented disciplinary practices, which have become a distinctive feature of the school. This approach has garnered recognition and has become a notable aspect of the school's reputation.

Research Respondents

The target respondents for this study are the Junior and Senior High School teachers at Martin M. Salimbangon National High School, a public school located in Curva, Medellin, Cebu.

To select the respondents, the researchers employed non-probability sampling, specifically purposive sampling. This method ensured the deliberate inclusion of individuals who were most relevant to the objectives of the study- in this case all Junior and Senior High School teachers at Martin M. Salimbangon National High School.

Purposive sampling is a technique that involves selecting individuals based on specific characteristics or criteria set by the researchers to ensure that only those who meet the predetermined qualifications are included. In this study, the researchers purposively select all 36 teachers from the Junior and Senior High School departments because they possessed the relevant experience and insights needed to provide meaningful data regarding classroom management and discipline. This approach enhanced the credibility and relevance of the findings by ensuring that only those directly involved in the teaching process at Martin M. Salimbangon National High School are surveyed.

Research Instrument

The researchers used two survey questionnaires: a researcher-made questionnaire for the professional background and an adapted questionnaire from Marzano et al. (2003), Freinberg et al. (2006), Wang et al. (1993), Simonsen et al. (2008) and Smith (2018) to identify the correlation between teachers' classroom management and classroom discipline at Martin M. Salimbangon National High School.

The first survey questionnaire was a researcher-made one. It tackled the teachers' years of teaching experience, educational background, and professional development.

The second survey questionnaire adapted from Marzano et al. (2003), Freinberg et al. (2006), Wang et al. (1993), Simonsen et al. (2008), and Smith (2018) is composed of 20 items tackling the teacher's classroom management and classroom discipline at Martin M. Salimbangon National High School. There were ten (10) items for teachers' classroom management strategies and another ten (10) items for teachers' classroom discipline. They follow the 5-point Likert scale format of strongly disagree, disagree, neutral, agree, and strongly agree.

Data Analysis

This study utilized quantitative data. The data for the

demographic profile of the Junior and Senior High School teachers at Martin M. Salimbangon National High School were analyzed by utilizing frequency and percentages. The data for the classroom management strategies and classroom discipline are analyzed utilizing the weighted mean. The data for the relationship between the teachers' classroom management and classroom discipline are analyzed utilizing the Pearson R.

Ethical Considerations

Ethical considerations are principles that guide the researcher's research design and practices and adhere to a specific code of conduct when collecting data from the respondents. This study allows the researcher to ensure the protection and privacy of the respondents only until the study has received approval from the research teacher, Mr. Keth Villanueva, and the school Principal, Mrs. Cirila M. Monleon.

To ensure the privacy of the respondents, the five ethical principles are followed and conducted:

Respect for person and autonomy

The researchers ensured that the participation of the respondents in the study is voluntary and that they have the right to withdraw from involvement, considering their autonomy, rights, and dignity as humans. This also allows the researchers to provide consent letters to the respondents before conducting the study to get approval from the respondents whether they participate or withdraw from the study and send approval letters to the school principal to allow the researcher to conduct the study and to use the Junior and Senior High School teachers at Martin M. Salimbangon National High School to participate in the study.

Beneficence and non-maleficence

The researchers ensured that the chosen respondents is beneficial for the research study. The researchers are also looking forward for the safety of the respondents to avoid harm and protect them from any threat. For the safety of the respondents the researchers took precautionary measures. Wearing face masks is observed, hand sanitizers are provided, and physical distancing is exercised during the study to avoid any physical contact that possibly transfers viruses.

Confidentiality

The researchers ensured the anonymity and data protection of each respondent participating in the study. The researchers provided beforehand the transmittal letters and consent letters and presented them to the research teacher, Mr. Keth A. Villanueva, and to the school Principal Mrs. Cirila M. Monleon to check the ethical ways of conducting the study. The researchers beforehand provided the adapted survey questionnaires and presented them to the research teacher to check the validity and reliability of the instrument. The researchers must not present the respondents' personal data to the public. All information supplied by the key respondents is handled with the strictest confidentiality following RA 10173, or the Data Privacy Act, as it is known in the Philippines.

VI. PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter included the presentation, analysis, and

interpretation of the data on the Teachers’ Classroom Management and Classroom Discipline: A Correlational Study.

Specifically, the analysis of data was presented as follows:

Analysis on the Professional Background – Years of Teaching

Years of Teaching	Frequency	Percentage (%)
Below 1 year	2	5.56
1-5	9	25
6-10	7	19.44
11-15	9	25
16-20	2	5.56
21-25	1	2.78
26-30	0	0
Above 30 years	6	16.67
TOTAL	36	100%

The table clearly showed that years of teaching ranging from 1-5 and 11-15 years got the highest frequency with 9 or 25%. This is followed by years of teaching ranging from 6-10 years with 7 or 19.44% and above 30 years of teaching with 6 or 16.67%. Below 1 year of teaching and years of teaching ranging from 16-20 years got 2 or 5.56% out of the total number of the respondents. On the other hand, years of teaching ranging from 21-25 years got 1 or 2.78% while years of teaching ranging from 26-30 years received 0 response. This means that most of the 36 respondents are new to their profession and have taught in the early years while some are veterans and have taught for more than 30 years.

Analysis on the Professional Background – Educational Background

Educational Background	Frequency	Percentages
Bachelor’s Degree	26	72.22
Master’s Degree	9	25
Doctorate Degree	1	2.78
TOTAL	36	100%

The table clearly showed that bachelor's degree got the highest frequency with 26 or 72.22%. This is followed by master's degree with 9 or 25% while doctorate's degree received the lowest frequency with 1 or 2.78%. This means that twenty-six of the thirty-six respondents from the research environment identified bachelor's degree as the highest level of education that they have completed while nine of them identified master's degree as their highest level of education completed and only one respondent completed doctorate's degree as the highest level of education.

Analysis on the Professional Background – Professional Development Within the School Year

Range	Frequency	Percentage
None	13	36.11
1	5	13.89
2	11	30.56
3	5	13.89
4	2	5.56
TOTAL	36	100%

The table clearly showed that the professional development under 0 or no training and seminars attended within the year got the highest frequency with 13 or 36.11%. This is followed by 2 professional development attended with 11 or 30.56%. While professional development attended under 1 and 3 both received the frequency of 5 or 13.89%. The 4 attended seminars or trainings done within the year got the lowest frequency with 2 or 5.56%. This means that thirteen of the thirty-six respondents have not attended any professional development within the year while the rest has completed 1 to 4 seminars and trainings.

The findings showed that educators regularly employ efficient classroom management techniques. Strategy 1 had the highest weighted mean (4.78) out of the ten strategies, suggesting that it is the most commonly used classroom management technique. Strategies 2, 3, 7, and 9 also had very high weighted means (4.64, 4.53, 4.56, and 4.50, respectively), indicating a high degree of consistency in the enforcement of classroom regulations, behavior monitoring, and order maintenance. The weighted means for strategies 4, 5, 6, 8, and 10 ranged from 4.33 to 4.47, which are still considered to be "Always." Despite having somewhat lower means than others, these tactics are still frequently used and greatly enhance the overall efficacy of classroom management. The overall weighted mean of 4.50 indicates that teachers have a very high degree of classroom management proficiency. This suggests that educators take the initiative to set clear expectations, organize the classroom, and react appropriately to student behavior. According to the study's findings, effective classroom management techniques are probably going to result in improved classroom discipline since regular management deters misbehavior and fosters a supportive learning environment.

The data showed an overall weighted mean of 4.19, described as "Often." This means classroom discipline was seen frequently. Most indicators were also in the "Often" range, showing that discipline practices were used regularly. Some items were rated as "Always," meaning certain

Classroom Management Strategies

STRATEGY	Never (1)	Rarely (2)	Sometimes (3)	Often (4)	Always (5)	Weighted Mean	Verbal Description
1. I establish clear classroom rules and expectations at the beginning of the school year.			2	4	30	4.78	Always
2. I consistently enforce rules and consequences in the classroom.			1	11	24	4.64	Always
3. I use positive reinforcement to encourage good behavior.			1	15	20	4.53	Always
4. I incorporate engaging and interactive teaching strategies to maintain student attention.			1	22	13	4.33	Always
5. I use non-verbal (e.g., eye contact, hand signals) to manage student behavior.			5	14	17	4.33	Always
6. I maintain a structured and organized learning environment.			1	17	18	4.47	Always
7. I communicate regularly with students about their behavior and progress.			1	14	21	4.56	Always
8. I provide individual and group interventions for students with behavioral issues.			3	17	16	4.36	Always
9. I provide timely feedback on students' academic performance.			2	14	20	4.50	Always
10. I used varied teaching strategies to maintain student engagement.			2	15	19	4.49	Always
						4.50	Always

discipline behaviors were kept up consistently. These results suggest that teachers were generally effective at managing classroom discipline. Overall, the classroom environment was usually orderly and helped support learning.

Classroom Discipline

DISCIPLINE	Never (1)	Rarely (2)	Sometimes (3)	Often (4)	Always (5)	Weighted Mean	Verbal Description
1. My students follow classroom rules and procedures consistently.			11	17	8	3.92	Often
2. My students respect their peers and teachers.			8	16	12	4.11	Often
3. Disruptive behavior in my classroom is minimal.			7	19	10	4.08	Often
4. I can effectively manage misbehavior without disrupting the class.	1		8	21	6	3.78	Often
5. My student actively participate in learning activities without causing distractions.			7	21	8	4.03	Often
6. I rarely need to escalate disciplinary actions (e.g., sending students to the principals office).	1	5	10	12	8	3.58	Often
7. My classroom rules are clearly defined and communicated to my students.			2	15	19	4.47	Always
8. My students are aware of my expectations regarding to their behavior.			3	12	21	4.50	Always
9. My disciplinary measures are applied fairly to all my students.			1	9	26	4.69	Always
10. My consequences for rule violations are well-explained and understood.			1	9	26	4.69	Always
						4.19	Often

x	y	x ²	y ²	xy	r	r Critical	Decision on Ho
12	4.49	4,110	6.34	-46.8	-0.290	0.329	Fail to reject Ho

Years of Teaching & Classroom Management Strategies

As shown above, the r value or the Pearson Correlation Coefficient is -0.290. This means that under the criteria, there is a weak negative relationship between the variables' years of teaching experience and classroom management strategies. This shows that both experienced and inexperienced teachers can equally and effectively maintain a positive classroom environment and manage student behavior (Graham at. al, 2020). The study of You & Mantuhac 2024 says that even teachers who are new to their profession can still manage their classroom effectively and are capable of developing classroom management skills. Moreover, other research studies supports the idea that experience is not the determining factor in effective classroom management strategies. Instead, factors such as teacher training, work conditions like workload, student behavior, and school policies might play a significant role in teachers' classroom management practices (Miguel, 2019)

x	y	x ²	y ²	xy	r	r Critical	Decision on Ho
1.31	4.49	9.78	6.34	0.61	0.078	0.329	Fail to reject Ho

Educational Background & Classroom Management Strategies

As shown above, the value of or the Pearson Correlation Coefficient is **0.078**. This means that under the criteria, there is a strong negative relationship between the variables' educational background and classroom management

strategies. This means that teachers can effectively manage their classroom through training regardless of their educational background (Kaur et al., 2023). A good classroom management also depends on a teacher's skills and strategies, not just their educational background (Stahnke et al., 2023). For instance, research study by Oakes & Saunders (2017) suggested that teachers' ability to manage classrooms effectively is more related to their pedagogical and knowledge of student behavior, rather than their educational background. The study of Kivunja (2018) also found that teachers' educational qualifications did not significantly influence their classroom management practices. Instead, factors like teachers training might played a more important role.

x	y	x ²	y ²	xy	r	r Critical	Decision on Ho
1.39	4.49	56.48	6.34	2.19	0.116	0.329	Fail to reject Ho

Professional Development & Classroom Management Strategies

As shown in the table above, the r value or the Pearson Correlation Coefficient is 0.116. This means that under the criteria, there is a weak negative relationship between the two variables namely professional development and classroom management strategies. Some studies including the systematic preview of the Teachers Professional Learning and Its Impact on Students' Learning Outcomes in 2022 even says that there are only few types of professional development that shows positive impacts, without any quality design and focus, professional development may not improve day-to-day teaching. The study of Esguerra & Qunito 2025 also showed that there was no significant relationship between professional development and classroom management practices, indicating that engagement in PD does not directly result in stronger and effective general management outcomes. Their study suggested that differences between provided PD and actual development outcomes (e.g., limited transfer into practice) could better the lack of correlation.

x	y	x ²	y ²	xy	r	r Critical	Decision on Ho
12	4.2	4,110	7.88	-20.3	-0.113	0.329	Fail to reject Ho

Years of Teaching & Classroom Management

As shown in the table above, the value of r or Pearson Correlation Coefficient is -0.113. This means that under the criteria, there is no relationship between the variables' years of teaching experience and classroom discipline. This shows that disciplining a classroom does not require years of experience. Research studies including the study of Tilbe & Xiaosong, 2024 shows that the effects of teaching experience on classroom quality are inconsistent, with no clear association in some cases between years of experience and classroom organization outcomes including discipline and management. For instance, the study of Wong & Wong 2016 suggested that factors like personal management style, training, and classroom environment may play a larger role than experience alone. Also, experience alone is insufficient in predicting

strong classroom discipline practices (Yang, 2025).

x	y	x ²	y ²	xy	r	r Critical	Decision on Ho
1.31	4.2	9.78	7.88	1.42	0.162	0.329	Fail to reject Ho

Educational Background & Classroom Discipline

As shown in the table above, the r value or Pearson Correlation Coefficient is 0.162. This means that under the criteria, there is a strong negative relationship between the variables' educational background and classroom discipline. This shows that the highest level of education completed by the teachers does not correlate with how they manage and discipline classrooms. Some research studies found that educational level was not significantly related to classroom organization. This simply means that having a higher or lower degree does not consistently predict strong and effective classroom discipline in which educational background alone does not guarantee strong discipline outcomes (Tilbe & Xiaosong, 2024). A higher degree or educational background alone does not ensure strong classroom discipline skills and points to the need for the targeted training to improve management outcomes (Stevenson, 2020).

x	y	x ²	y ²	xy	r	r Critical	Decision on Ho
1.39	4.2	56.48	7.88	1.88	0.089	0.329	Fail to reject Ho

Professional Development & Classroom Discipline

As shown in the table above, the r value or the Pearson Correlation Coefficient is 0.089. This means that under the criteria, there is a strong negative relationship between professional development and classroom discipline. This shows that teachers' professional development is not totally linked with classroom discipline practices. The study of Salmerón Aroca et al. (2023) also indicates that the effects of professional development are not always clear and strong. Darling-Hammond et. al. 2017 added that even participation in PD programs often fails to translate into improved classroom practices including classroom management and discipline, unless the PD is highly specific and well-implemented. Professional development alone does not also straightforwardly correlate with better classroom management or management outcomes, and that other factors (like self-efficacy and structural barriers) play a crucial role (Uslukaya, 2026).

x	y	x ²	y ²	r	r Critical	Decision on Ho
4.49	4.2	6.34	7.88	0.771	0.329	Reject Ho

Classroom Management Strategies & Classroom Discipline

As shown in the table above, the r value or the Pearson Correlation Coefficient is 0.771. This means that under the criteria, there is a strong positive relationship between the classroom management strategies and classroom discipline. This shows that there is a significant positive correlation between teachers' classroom management practices and learner's behavior in which the study of Jayme and Tantiado (2025) indicates that teachers who use strong and effective management strategies tend to have better student behavior which is a core part of classroom discipline. According to the study of Katusiime et. al. 2025, teachers who use clear and

stronger rules and procedures, consistent enforcement, active monitoring, calm handling of disruptions, and engaging instructional methods tended to have students who demonstrated such higher levels of discipline. This supported the idea that effective classroom management strategies are strongly associated with positive disciplinary outcomes.

VII. SUMMARY OF FINDINGS, CONCLUSION & RECOMMENDATION

Findings

Based on the collected and interpreted data, the study revealed the following insights:

1. The findings indicate that the teaching workforce is primarily composed of educators who are relatively new to the profession, with years of teaching ranging from none to 15 years, with most of the responses from the respondents or equivalent to 75%. Most teachers have attained a bachelor's degree as their highest educational qualification (72.22%) and have limited exposure to professional development activities during the period of the study, in which the study revealed that most teachers have not attended any training or seminars (36.11%). Some have only attended 1-4 times, suggesting that many are still in the early stages of professional growth.
2. The study revealed that teachers consistently implement effective classroom management strategies with 4.50% overall weighted mean and "Always" as verbal interpretation. This indicates that teachers regularly apply structured practices and routines to maintain order and promote a conducive learning environment.
3. Despite the consistent application of classroom management strategies, the findings revealed that teachers still experience challenges in managing students' behavior, with 4.19% overall weighted mean and "Often" as its verbal interpretation. This suggests that issues related to classroom discipline remain a common concern in daily classroom interactions.
4. The findings further revealed that teachers' professional background, including years of teaching experience, educational attainment, and participation in professional development, is not strongly associated with their classroom management strategies or classroom discipline practices. The study revealed a weak relationship between years of teaching and classroom management strategies with the computed r value is -0.290 and the r critical is 0.329, educational background and classroom management strategies also showed a weak relationship in which the calculated r value is 0.078 and the r critical is 0.329 and the professional background and classroom management strategies revealed a weak negative relationship in which the computed r value is 0.116 and the r critical is 0.329. On the other hand, years of teaching and classroom discipline revealed a weak relationship, with a computed r value of -0.113 and an r critical of 0.329. The educational background and classroom discipline also showed a weak negative relationship, with a calculated r value of 0.162 and an r critical of 0.329. The professional development and classroom discipline showed a strong negative relationship, with a computed r value of 0.089 and an r critical of 0.329. This implies that effective classroom

practices may depend more on situational and personal teaching approaches rather than professional background alone.

5. The study revealed a significant strong positive relationship between classroom management and classroom discipline in which the computed r value is 0.771 and the r critical is 0.329. The findings suggest that stronger and more effective classroom management strategies are associated with reduced disciplinary concerns, highlighting the importance of classroom management as a key factor in maintaining classroom discipline.

6. A proactive classroom management training program was developed. This program focuses on improving and strengthening teachers' classroom management strategies.

Conclusion

This study concluded that the effectiveness of teachers' classroom management reduces the need for classroom discipline.

Recommendations

Based on the findings and conclusions of the study, the following recommendations were made:

1. Teachers may attend more seminars and training to gather new ideas or strategies to strengthen their classroom management and classroom discipline.
2. Teachers may provide and establish clearer classroom rules and expectations to manage student behavior. Also, teachers may incorporate more engaging and interactive teaching strategies to maintain student attention.
3. Teachers may provide stronger disciplinary measures for students to avoid any misbehavior's.
4. Future researchers may delve on the factors affecting the teachers classroom management and classroom discipline and find solutions to solve them.
5. Future researchers may conduct the study with a larger sample size than the sample size employed in this study to enhance the generalization and reliability of the findings.
6. The proactive classroom management training program may be implemented in both Junior and Senior High School Teachers for the teachers to gather new and effective ideas which will improve students behavior throughout their academic years.

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