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# CLASSROOM MANAGEMENT STRATEGIES AMONG BACHELOR OF ELEMENTARY EDUCATION PRACTICE TEACHERS AT EASTERN SAMAR STATE UNIVERSITY-CAN-AVID CAMPUS

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## ABSTRACT

*This study examined the classroom management strategies employed by Bachelor of Elementary Education (BEED) practice teachers at Eastern Samar State University Can-avid Campus in managing elementary learner behavior. Specifically, it aimed to describe the demographic profile of the respondents, determine the level of classroom management practices in terms of discipline, teaching and learning, and personal dimensions, and identify whether a significant relationship exists between the respondents' demographic profile and their classroom management practices. The study employed a descriptive-correlational research design involving 114 former BEED practice teachers who completed their teaching internship during Academic Years 2023–2024, 2024–2025, and 2025–2026. Data were gathered through an adopted questionnaire and analyzed using frequency count, percentage, weighted mean, and inferential statistical tests. The findings revealed that the respondents demonstrated a high level of classroom management practices, with an overall weighted mean of 4.04. The Personal Dimension obtained the highest weighted mean of 4.29, followed by the Teaching and Learning Dimension at 4.15 and the Discipline Dimension at 3.69. Furthermore, the results indicated no significant relationship between the respondents' demographic profile in terms of age, gender, and grade level handled and their classroom management practices. The study highlights the importance of continuous training, mentoring, and professional development to strengthen the classroom management competencies of future elementary teachers.*

**KEYWORDS:** *Classroom Management Strategies, BEED Practice Teachers, Learner Behavior, Teaching Internship, Elementary Education*

## INTRODUCTION

### Background of the Study

Classroom management strategies of first-year primary school teachers and found that beginning teachers frequently employed preventive strategies, positive reinforcement, differentiated instruction, and low-level corrective approaches in managing classroom behavior. The study further revealed that effective classroom management is essential in helping new teachers develop confidence, improve instructional effectiveness, and establish positive learning environments. These findings emphasize the importance of equipping pre-service and beginning teachers with effective classroom management strategies before they enter the teaching profession. (Woodcock and Reupert ,2024)

Classroom management is one of the most essential competencies that teachers must possess to create a learning environment where learners feel safe, engaged, and motivated to learn. It involves establishing classroom rules and routines, managing learner behavior, maintaining discipline, fostering positive teacher–student relationships, and creating a supportive classroom environment that promotes effective teaching and learning. Effective classroom management not only minimizes disruptive behavior but also maximizes instructional time and improves learners' academic and social development. For Bachelor of Elementary Education (BEED) practice teachers, classroom management is a vital component of the teaching internship. During this period, practice teachers apply the knowledge and teaching skills they have acquired in college while teaching actual elementary learners under the supervision of cooperating teachers. Since they are still developing their professional competence, they may encounter various classroom situations that require appropriate classroom management strategies.

The strategies they employ influence learner behavior, classroom participation, and the overall teaching and learning process. Teacher education institutions have the responsibility of preparing future teachers to effectively manage diverse classrooms. Identifying the classroom management strategies employed by BEED practice teachers provides valuable information about how they respond to real classroom situations during their internship. The findings can help strengthen teacher preparation programs by identifying effective practices and areas where additional training and support may be needed.

Although classroom management has been widely studied, there is limited local evidence describing the classroom management strategies employed by BEED practice teachers of Eastern Samar State University–Can-avid Campus during their teaching internship. This gap highlights the need to examine the strategies employed by practice teachers in managing learner discipline, facilitating the teaching and learning process, fostering positive teacher–student relationships, and creating a positive psychological and social classroom environment. Hence, this study was conducted to determine the classroom

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management strategies employed by BEED practice teachers of Eastern Samar State University–Can-avid Campus in managing elementary learner behavior. The findings of the study are expected to serve as a basis for strengthening classroom management competencies and enhancing the teacher education and teaching internship programs of the University.

**Statement of the problem**

This This study aims to identify the classroom management strategies employed by BEED practice teachers in managing elementary learner behavior. Specifically, it seeks to answer the following questions:

1. What is the demographic profile of the respondents in terms of:
Age;
Gender; and
Grade level handled?
What is the level of classroom management strategies employed by the BEED practice teacher in terms of:
2.1. Discipline dimension;
2.2. Teaching and learning dimension; and
2.3. Personal dimension?
3. Is there a significant relationship between the demographic profile and level of classroom management practices of BEED practice teachers?

## METHODOLOGY

**Research Design**

This study employed a descriptive correlational research design to identify the classroom management strategies employed by BEED practice teachers of Eastern Samar State University–Can-avid Campus in managing elementary learner behavior. The descriptive research design was considered appropriate because it systematically describes the existing classroom management strategies used by the respondents without manipulating any variables. According to Creswell (2014), a descriptive research design is appropriate when the purpose of the study is to describe the characteristics, behaviors, or practices of a population without manipulating any variables. This design enabled the researcher to obtain an accurate and systematic description of the classroom management strategies employed by the respondents.

**Locale of the Study**

The study was conducted at Eastern Samar State University Can-avid Campus, located in Can-avid, Eastern Samar. Since the participants located in different areas after completing their teaching internship, data was collected online. Survey questionnaires was distributed digitally to former Bachelor of Elementary Education (BEED) practice teachers to ensure convenient and efficient data collection regardless of their current location.

**Respondents of the Study**

The respondents of this study were 114 former Bachelor of Elementary Education (BEED) of Eastern Samar State University-Can-avid Campus who completed their teaching internship during Academic years 2023-2024, 2024-2025, and 2025-2026. The total population consists of 158 former BEED practice teachers, composed of 29 males and 129 females. The sample size of 114 respondents was determined using Slovin's Formula with a 5% margin of error.

**Research Instruments**

The study used an adopted questionnaire as the main instrument for data gathering. The questionnaire will be adopted from the study of Dr. Claudio Diaz, titled "Validation of a Classroom Management Questionnaire for Pre- and In-Service Teachers." The instrument consisted of two parts. Part 1 gathered the demographic profile of the respondents, while Part II measured the level of classroom management strategies in terms of the Discipline dimension, Teaching and learning dimension, and Personal dimension.

**Data Gathering**

The researcher first sought permission from the University Administrator and coordinate with the Dean of the College of Education regarding the conduct of the study. The researcher also consulted the research adviser for guidance and approval of the research instrument and procedure. After securing the necessary permissions, the researcher selected the respondents using multistage proportional random sampling and administer the adopted questionnaire. The questionnaires were distributed to the respondents through Google Form. After completion, the questionnaires were collected, checked for completeness, and prepared for data analysis.

**Analysis of Data**

The data gathered in this study were analyzed using both descriptive and inferential statistics.

For SOP 1, which describes the demographic profile of the former BEED practice teachers, frequency count and percentage were used to summarize and present the respondents according to their profile.

For SOP 2, which determines the level of classroom management practices employed by the former BEED practice teachers in terms of the Discipline dimension, Teaching and learning dimension, and Personal dimension. The weighted mean was used to determine and describe the level of classroom management practices.

For SOP 3, which determines whether there is a significant relationship between the demographic profile and the level of classroom management strategies, the Pearson Product-moment correlation Coefficient (Pearson's r) was used to determine the strength and significance of the relationship between the two variables.

**Ethical Considerations**

The researchers observed ethical principles to protect the rights, privacy, and welfare of the participants. Confidentiality was maintained by keeping respondents identities and personal information private. Informed consent was obtained by explaining the purpose of the study and the use of the collected data before participation. Non-maleficence was observed by ensuring that the study did not cause harm or discomfort to the respondents. Respect for participants was demonstrated by treating everyone fairly and respecting their opinions and responses. Voluntary participation was ensured by allowing respondents to participate freely. And lastly, data

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security was maintained by storing the collected data securely, limiting access to the researchers, and properly disposing of the data after its intended use.

## RESULTS

### Demographic Profile of the Respondents

**Table 1. Distribution of Age**

| Age | Frequency | Percentage |
|---|---|---|
| 21-22 | 72 | 63.16% |
| 23-24 | 21 | 18.42% |
| 25 and above | 21 | 18.42% |
| Total | 114 | 100% |

The table shows that out of 114 respondents, the majority were 21–22 years old, with 72 respondents (63.16%). Meanwhile, 21 respondents (18.42%) were aged 23–24 years, and another 21 respondents (18.42%) were 25 years old and above. This indicates that most of the respondents were within the 21–22 age group.

**Table 2. Distribution of Academic year**

| Academic year | Frequency | Percentage |
|---|---|---|
| 2023-2024 | 43 | 37.72% |
| 2024-2025 | 35 | 30.70% |
| 2025-2026 | 36 | 31.58% |
| Total | 114 | 100.00% |

The table shows that among the 114 respondents, 43 (37.72%) were from A.Y. 2023–2024, 35 (30.70%) were from A.Y. 2024–2025, and 36 (31.58%) were from A.Y. 2025–2026. The results indicate that A.Y. 2023–2024 had the highest number of respondents, while A.Y. 2024–2025 had the lowest. Overall, the respondents were fairly distributed across the three academic years.

**Table 3. Distribution of Gender**

| Gender | Frequency | Percentage |
|---|---|---|
| Female | 68 | 59.65% |
| Male | 46 | 40.35% |
| Total | 114 | 100.00% |

The table shows the gender distribution of the 114 respondents. Among the respondents, 68 or 59.65% were female, while 46 or 40.35% were male. This indicates that female respondents comprised the larger proportion of the participants, with a difference of 22 respondents compared with the male respondents. Therefore, the respondents were predominantly female.

**Table 4. Distribution of Grade Level Handled**

| Grade level | Frequency | Percentage |
|---|---|---|
| Kinder | 15 | 13.16% |
| Grade 1 | 14 | 12.28% |
| Grade 2 | 12 | 10.53% |
| Grade 3 | 19 | 16.67% |
| Grade 4 | 10 | 8.77% |
| Grade 5 | 13 | 11.40% |
| Grade 6 | 31 | 27.19% |
| Total | 114 | 100.00% |

The data show that among the 114 respondents, Grade 6 had the highest number of practice teachers handled, with 31 respondents (27.19%), while Grade 4 had the lowest, with 10 respondents (8.77%). This was followed by Grade 3 with 19 (16.67%), Kindergarten with 15 (13.16%), Grade 1 with 14 (12.28%), Grade 5 with 13 (11.40%), and Grade 2 with 12 (10.53%). Overall, the respondents handled different grade levels, with Grade 6 being the most commonly handled.

**Table 5. Level of Classroom Management Strategies**

| Indicators | Weighted mean | Interpretation |
|---|---|---|
| Discipline dimension | 3.69 | Highly practiced |
| Teaching and Learning dimension | 4.15 | Highly practiced |
| Personal dimension | 4.29 | Very high practiced |
| **Total:** | 4.04 | Highly practiced |

The table show that the BEED practice teachers demonstrated a high level of classroom management practices across the three dimensions: Discipline (3.69), Teaching and Learning (4.15), and Personal Dimension (4.29). The Personal Dimension obtained the highest weighted mean of 4.29, followed by Teaching and Learning (4.15), while Discipline obtained the lowest weighted mean of 3.69. The overall weighted mean of 4.04 indicates that the practice teachers were Very Highly Practiced in classroom management. This suggests that they generally applied effective strategies in managing learner behavior, facilitating learning, and building positive relationships with students.

**Table 6. Relationship Between the Demographic Profile and the Level of Classroom Management Strategies**

| Demographic profile | t-value | p-value | Discussion | Interpretation |
|---|---|---|---|---|
| Age | 2.030 | 0.114 | Fail to Reject $H_0$ | Not Significant |
| Gender | 0.412 | 0.681 | Fail to Reject $H_0$ | Not Significant |
| Grade level handled | 1.223 | 0.302 | Fail to Reject $H_0$ | Not Significant |

The table shows that there is no significant relationship/difference between the respondents' demographic profile and their level of classroom management practices. The obtained p-values for age (0.114), gender (0.681), and grade level handled (0.302) are all greater than the 0.05 level of significance. Therefore, the null hypothesis is not rejected. This

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indicates that the respondents' demographic characteristics did not significantly influence their level of classroom management practices.

## CONCLUSIONS

Based on the reported findings, the following conclusions were drawn:

1. In the results of the demographic profile the respondents were predominantly 21–22 years old, with 72 participants, while 21 respondents were aged 23–24 and another 21 were 25 years old and above. In terms of gender, female respondents comprised the majority with 68 participants compared to 46 males. The respondents were also distributed across the selected cooperating elementary schools and assigned to different grade levels from Kindergarten to Grade 6, with Grade 6 having the highest number of respondents, followed by Grade 3.
2. Based on the findings of the study, the BEED practice teachers demonstrated a very high level of classroom management practices, as reflected by the overall weighted mean of 4.04 across the three dimensions: Discipline, Teaching and Learning, and Personal Dimension. The Personal Dimension obtained the highest weighted mean of 4.29, indicating that the practice teachers strongly demonstrated positive interpersonal skills, respect, and supportive interactions with learners. This was followed by the Teaching and Learning Dimension, with a weighted mean of 4.15, showing that they effectively organized and facilitated classroom learning. Meanwhile, the Discipline Dimension obtained a weighted mean of 3.69, which, although comparatively lower, still indicates a positive level of classroom management practice. Overall, the findings suggest that BEED practice teachers generally possess and apply effective classroom management practices that contribute to a positive, organized, and supportive learning environment.
3. The study concluded that there was no significant relationship between the level of classroom management practices and their demographic profile, specifically age, gender, and grade level handled. This suggests that these demographic characteristics there is no significant relationship influence or distinguish the classroom management practices of the BEED practice teachers. Overall, the findings suggest that BEED practice teachers classroom management strategies were not significantly related to their demographic characteristics.

## RECOMMENDATIONS

Based on the findings and conclusions, the following recommendations are proposed:

1. The university may continue to conduct seminars, workshops and training about classroom management. More attention may be given to discipline and ways of handling different learner behaviors since the Discipline Dimension got the lowest overall result among the three dimensions. The faculty and practice-teaching coordinators may give continuous guidance and feedback to practice teachers during their internship. They may also provide activities and discussions that can help practice teachers improve their skills in managing learner misbehavior and communicating with parents.
2. BEED practice teachers are encouraged to continue using the strategies that promote respect, cooperation, and positive relationships with learners. They should also improve their discipline strategies and learn different ways of responding misbehavior while keeping the classroom positive and orderly.
3. Cooperating teachers may continue to guide and support practice teachers during their internship. They may share their experiences and provide suggestions on how to handle different classroom situations and learner behaviors. Additionally, future researchers may also conduct similar studies with more respondents and in other schools or universities. They may also use interviews or classroom observations to get more information about the actual classroom management strategies used by practice teachers. Future studies may also look at how effective these strategies are in improving learner behavior.

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