



THE IMPACT OF SCHOOL CONDITIONS ON CLASSROOM MANAGEMENT STRATEGIES IN THE DIVISION OF PANABO CITY

Mary Melonie A. Acilo¹

¹Student, Graduate School, Rizal Memorial Colleges, Inc.

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ABSTRACT

This study investigated the significance of the relationship between school conditions and classroom management strategies among Grade 6 teachers in the Division of Panabo City. Utilizing a descriptive correlational research design, the study engaged 130 participants through validated and pilot-tested research instruments. Statistical tools such as weighted mean, Pearson product-moment correlation, and regression analysis were employed to analyze the data, with hypotheses tested at a 0.05 level of significance. The findings revealed that both school conditions and classroom management strategies were extensively evident among the teachers. Furthermore, results showed a significant positive relationship between school conditions and classroom management strategies. Each domain of school conditions, including environment, professional relationships, colleagues, principal support, mentoring experiences, professional climate, and professional development, significantly influenced classroom management strategies, as indicated by a p-value less than .05. The study concluded that enhancing school conditions directly contributes to the improvement of classroom management strategies. Based on these outcomes, it is recommended that higher education officials, school principals, and teachers collaborate in strengthening school environments. Future researchers are encouraged to extend similar studies to wider contexts and explore qualitative dimensions. This research highlights the critical role of supportive school conditions in fostering effective classroom management.

KEYWORDS- School Conditions, Classroom Management Strategies, Teacher Environment, Professional Development, Division Of Panabo City

INTRODUCTION

The quality of education is universally acknowledged as a cornerstone of societal development, with schools serving as the primary institutions for nurturing learners' intellectual, social, and emotional growth. A well-managed classroom is central to achieving this objective, as it provides an environment conducive to effective teaching and learning. However, the ability of educators to implement robust classroom management strategies is intricately tied to the conditions within their schools. School conditions encompass a wide range of factors, including the physical environment, administrative support, professional relationships, and the availability of resources, all of which significantly influence teachers' performance and student outcomes. Despite the critical role of school conditions, disparities and challenges persist globally, nationally, and locally, affecting the quality of education delivered in schools.

Globally, the issue of suboptimal school conditions is a persistent challenge, with many educational institutions grappling with inadequate infrastructure, limited resources, and overcrowded classrooms. A report by UNESCO (2020) highlights that over 50% of schools in low-income countries lack basic facilities such as electricity, water, and sanitation, which directly impacts the quality of education and the ability of teachers to maintain order in their classrooms. Similarly, schools in developed countries are not immune to challenges, as issues such as insufficient support for teachers, poor professional climates, and rising incidences of student behavioral problems create additional pressures (OECD, 2019). These 2 global challenges underscore the pressing need for targeted interventions to improve school conditions and, by extension, classroom management practices.

In the Philippines, the education sector faces numerous challenges that hinder the effective implementation of classroom management strategies. Nationally, many public schools struggle with overcrowding, resource limitations, and deteriorating facilities, which exacerbate the difficulties faced by teachers in maintaining discipline and facilitating learning. According to the Department of Education (DepEd) (2022), a significant proportion of Filipino schools operate beyond their capacity, with some classrooms accommodating as many as 50 to 60 students. This situation leaves teachers with limited opportunities to engage students effectively or address individual learning needs. Moreover, the COVID 19 pandemic has further strained the education system, with schools facing disruptions, technological gaps, and the need to adapt to blended learning models, adding to the complexities of classroom management (Abulencia, 2021).

Locally, in the Division of Panabo City, similar challenges reflect the broader issues faced by the national education system. Schools in this division, particularly those in underprivileged areas, contend with resource shortages, inadequate training for teachers, and substandard facilities, all of which negatively affect teaching efficacy and classroom dynamics. A local study conducted by Dela Cruz (2021) revealed that Panabo City teachers frequently



encounter difficulties in managing diverse student behaviors and maintaining engagement, especially in overcrowded classrooms. Additionally, the lack of a supportive professional climate and limited access to professional development opportunities further constrain teachers' ability to implement effective classroom management strategies. Despite the recognition of these issues, there remains a gap in understanding the specific ways in which school conditions influence classroom management in this context.

This study is anchored on the premise that improving school conditions is pivotal to fostering effective classroom management practices. While extensive literature exists on classroom management and school environments independently, there is a limited exploration of their interconnectedness, particularly in the Philippine setting. The absence of localized research examining the relationship between school conditions and classroom management strategies in Panabo City creates a critical gap that this study seeks to address. By focusing on this relationship, the research aims to provide actionable insights that can guide policymakers, administrators, and educators in enhancing the quality of education in the region.

Moreover, the study extends the discourse on education by exploring the nuanced ways in which various aspects of school conditions, such as professional relationships, mentoring, and the physical environment, affect classroom management. It seeks to contribute to the broader body of knowledge by situating the analysis within the specific socio-cultural and educational context of Panabo City. This localized perspective is crucial for developing interventions that are both effective and contextually relevant, aligning with the goals of the Philippine Development Plan 2023–2028 to strengthen the education sector (NEDA, 2023). 4

Through this investigation, the study aspires to bridge the gap between theory and practice, offering evidence-based recommendations to improve school conditions and enhance classroom management strategies. The findings of this research will not only benefit teachers and students in Panabo City but also serve as a reference for other educational divisions facing similar challenges. In doing so, it contributes to the overarching goal of advancing the quality of education, a fundamental pillar for sustainable development in the Philippines and beyond.

LITERATURE REVIEW

The related literature of this study provided inputs about school conditions and classroom management. Also, it presented varied studies showcasing the association of the involved variables in this study. The independent variable focused on in this study is school conditions. It has seven indicators namely; environment, professional relationships, colleagues, principal, mentoring experience, professional climate, professional development Center for Research on the Context of Teaching (CRC) (2009). Meanwhile, the dependent variable is classroom management. It has three indicators namely; discipline, teaching and learning, and personal Diaz, et al (2018).

School conditions play a pivotal role in shaping both teacher well-being and student academic outcomes. These conditions encompass the physical environment, relationships within the school, professional development opportunities, and overall school climate. A substantial body of research highlights the impact of school conditions on both educators and students, with a specific focus on how stress, environmental factors, and professional relationships affect classroom dynamics.

Teachers are frequently subject to high levels of stress and depression, with studies such as those by Milfont et al. (2019) and Greenberg (2020) demonstrating how this mental strain can have detrimental effects on both teachers' well-being and students' academic performance. Worth and Van den Brande (2019) argue that teaching is among the most stressful professions, comparable to high-stress occupations such as emergency responders and law enforcement. The stress faced by teachers often results from poor working conditions, overcrowded classrooms, and a lack of professional support, leading to a negative impact on classroom management and instructional effectiveness. A stressed teacher may find it difficult to maintain order, foster a conducive learning environment, or engage students meaningfully, further compounding the challenges within a classroom setting.

The professional climate within schools also significantly affects classroom management and student achievement. Research by Sojo et al. (2016) indicates that workplace culture, including the quality of relationships between colleagues and administrators, directly influences teacher well-being and, by extension, classroom management. Positive relationships among colleagues and with school leaders can foster a supportive environment where teachers feel valued, empowered, and capable of handling classroom challenges. In contrast, strained relationships or unsupportive school leadership can exacerbate feelings of isolation and burnout among teachers, leading to decreased effectiveness in managing classrooms and maintaining student discipline.

The physical environment of schools also plays a critical role in shaping the experiences of both teachers and students. Studies such as those by Mendell and Heath (2019) and Evans et al. (2020) demonstrate that poor school building conditions, such as inadequate ventilation, overcrowded classrooms, and deteriorating infrastructure, are associated with lower student achievement and higher absenteeism rates. When teachers are forced to work in substandard environments, their ability to manage classrooms effectively is compromised. Overcrowded classrooms, for instance, make it difficult for teachers to engage with students individually, maintain discipline, and deliver lessons efficiently. Moreover, poor lighting, uncomfortable temperatures, and insufficient classroom space create distractions that further impede the learning process.



Local studies within the Philippines mirror these international findings. According to DepEd (2022), many public schools in the country, including those in the Division of Panabo City, operate in challenging conditions characterized by insufficient classroom space, inadequate teaching materials, and limited access to professional development. These conditions not only affect the physical comfort of teachers and students but also disrupt the overall flow of teaching and learning. Teachers in Panabo City, in particular, have cited the need for improved school facilities and more robust professional support systems as critical to enhancing their ability to manage classrooms effectively. Research by Alcazar et al. (2020) underscores the relationship between poor school conditions and challenges in classroom management, with teachers in under-resourced schools reporting higher levels of stress, burnout, and difficulty maintaining discipline.

The broader educational climate also plays a role in shaping how teachers manage their classrooms. Studies on positive psychology and well-being, such as those by Seligman and Csikszentmihalyi (2000) and Waters and Loton (2019), suggest that schools should not only focus on improving student well-being but also prioritize teacher well-being as part of a holistic approach to education. This is particularly important in fostering positive social capital, which, as Baker and Dutton (2019) argue, enhances collaboration, trust, and relational skills among teachers. Schools that prioritize positive social capital and teacher well-being create environments where teachers are more likely to thrive, thus enabling them to better manage their classrooms and support student success.

In terms of environmental factors, air quality, building design, and classroom size have all been shown to influence student performance and teacher effectiveness. As noted by Legot et al. (2022) and Freire et al. (2010), poor air quality and exposure to industrial pollutants near schools can negatively affect the health of both students and teachers, leading to increased absenteeism and lower academic achievement. Schools located near busy roadways or industrial sites face unique challenges, as students are more likely to suffer from respiratory issues that can hinder their ability to focus and learn. Furthermore, the physical design of school buildings, such as adequate lighting, ventilation, and space, has been proven to impact student outcomes. According to the National Center for Education Statistics (NCES, 2016), overcrowded classrooms and deteriorating facilities are significant barriers to student success, particularly in low-income communities.

Statement of the Problem

This study determined the relationship between the school conditions and classroom management. More specifically, it sought to answer the following questions:

1. What is the extent of school conditions in terms of:
 - 1.1. Environment,
 - 1.2. Professional Relationships,
 - 1.3. Colleagues,
 - 1.4. Principal,
 - 1.5. Mentoring Experience,
 - 1.6. Professional Climate, And
 - 1.7. Professional Development
2. What is the extent of classroom management strategies in terms of:
 - 2.1. Discipline
 - 2.2. Teaching and learning, and
 - 2.3. Personal
3. Is there a significant relationship between the school conditions and classroom management strategies?
4. Which of the domains of the school conditions significantly influence classroom management strategies?

METHODOLOGY

Research Design

This study employed a quantitative research approach with a focus on a descriptive correlational design. Quantitative research involves collecting and analyzing numerical data to uncover patterns, relationships, or trends, using statistical methods for interpretation (Apuke, 2019). The objective of this approach is to understand and explain the nature of the relationship between variables through mathematical analysis. In the context of this study, the aim is to examine the relationship between school conditions as the independent variable and classroom management as the dependent variable, providing insights into how various school factors affect classroom management practices.

In a descriptive research design, the researcher does not manipulate the variables but rather observes and records the characteristics as they occur naturally. This type of research provides a detailed understanding of the variables in question, offering a comprehensive view of the existing conditions within the school environment and their effects on classroom management (Korrapati, 2019). Descriptive research is valuable for gaining insights into specific issues without intervention, making it an appropriate method for this study's focus on the school conditions and classroom management within the Division of Panabo City.

The correlational aspect of this design allows for the exploration of the relationships between variables, aiming to determine the strength and direction of any association between school conditions and classroom management strategies (Kabir, 2019). Correlational studies are well-suited for examining naturally occurring relationships between variables, as no experimental manipulation is required (Creswell & Creswell, 2019).



This approach enables the study to assess how school conditions may influence classroom management strategies without altering the educational setting.

Research Respondents

The respondents of this study will consist of 130 Grade 6 teachers from big schools within the Division of Panabo City. These teachers are selected because they are directly involved in classroom management and experience firsthand the effects of school conditions on their teaching practices. As key agents in the education system, teachers are not only implementers of curriculum but also navigators of the school environment, making their insights critical for understanding how school conditions impact classroom management strategies. 54 Their responses will help identify the extent to which factors such as school environment, professional relationships, and administrative support influence their ability to manage classrooms effectively.

To ensure that the sample is representative of the entire teacher population in Panabo City, a stratified random sampling method was utilized. This method ensures that Grade 6 teachers of Panabo City are included in the study. The sample will also account for variations in school size, years of teaching experience, and the diversity of school conditions. Stratified sampling enhances the study's reliability by ensuring that all subgroups within the population are represented, which is crucial for drawing valid and generalizable conclusions (Creswell & Creswell, 2019). This method helps minimize bias and provides a comprehensive understanding of how diverse school conditions affect classroom management.

The target number of 130 respondents is considered sufficient for providing statistically significant results. According to Krejcie and Morgan's (1970) guidelines for determining sample size, a population size of more than 500 can be adequately represented by a sample of around 130 respondents. This sample size allows for sufficient data to be collected and analyzed, enabling the study to examine correlations between school conditions and classroom management strategies. The responses gathered from this sample will provide robust data to identify trends, challenges, and best practices in classroom management that are influenced by school conditions, contributing to the field of educational research (Kabir, 2019).

Research Instrument

The primary instrument for data collection was a structured questionnaire designed to measure both, school conditions and classroom management. The questionnaire consisted of closed-ended questions with Likert-scale items to quantify perceptions and experiences.

For data collection, this study utilized an adapted survey questionnaire. The questionnaire that was employed in this undertaking was divided into two sets. The first set focused on the extent of school conditions. The second set focused on classroom management.

Data Analysis

For this study, several statistical tools were employed to address the stated research questions and test the hypotheses. Given the quantitative research design and the focus on determining relationships between variables, the following statistical methods were utilized:

Weighted Mean: was used to answer the first two research questions, which aim to assess the extent of school conditions and classroom management. Mean was computed to summarize the levels of school conditions (environment, professional relationships, colleagues, principal, mentoring experience, professional climate, and professional development) and classroom management (discipline, teaching and learning, and personal). These measures will provide an understanding of the central tendencies and variability in the respondents' perceptions of these factors.

Pearson Correlation Coefficient: To address research question 3, which aims to determine the significant relationship between the teacher's innovative teaching practices and teacher effectiveness, Pearson's Correlation Coefficient (r) was used. Pearson's correlation will help assess the strength and direction of the relationship between the independent variable (school conditions) and the dependent variable (classroom management). This analysis will allow for the testing of H_01 , which hypothesizes no significant relationship between these variables. A significance level of 0.05 was used to test whether the observed correlation is statistically significant. **Multiple Regression Analysis:** To identify which specific domains of school conditions significantly influence classroom management (Research Question 4),

Multiple Regression Analysis was performed. Multiple regression will determine the extent to which each domain of school conditions (environment, professional relationships, colleagues, principal, mentoring experience, professional climate, and professional development) predicts the different aspects of classroom management (discipline, teaching and learning, and personal). This statistical tool will allow for the testing of H_02 , which posits that none of the domains of school conditions significantly influence classroom management. The regression coefficients will indicate the magnitude and direction of the influence of each domain, while the significance values will determine whether these relationships are statistically meaningful.



RESULTS AND DISCUSSION

The main focus of the study was to determine the significance of the relationship between school conditions and classroom management strategies. The study was conducted with the selected teachers from the Division of Panabo City. There were one hundred thirty (130) Grade 6 teachers who participated in this study. A descriptive correlational method of research was used in utilizing adopted research instruments. The said instruments were validated by the panel of experts and subjected to pilot testing before it was made ready for administration. Weighted mean, Pearson product moment correlation, and regression analysis were statistical tools used in analyzing the data. The hypotheses in this study were tested at a 0.05 level of significance.

The major findings of the study were the following: the extent of the school conditions of the teachers is extensive. meanwhile, the extent of the classroom management strategies of the teachers is also extensive. it was found that there is a significant relationship between school conditions and the classroom management strategies of teachers. The hypotheses of no significant relationship between School conditions and classroom management strategies of teachers and 107 none of the domains of School conditions significantly influence the classroom management strategies of teachers were rejected.

Conclusions

Based on the findings of this study, the following conclusions were offered: The extent of school conditions is extensive, which implies that it is oftentimes evident. All dimensions of school conditions which include environment, professional relationships, colleagues, principal, mentoring experience, professional climate, and professional development, are at an extensive level, which means it is oftentimes evident. Meanwhile, the extent of classroom management strategies is also extensive, which means that it is oftentimes evident. All dimensions of classroom management are oftentimes evident. Both variables call for all school members to work hand in hand to strengthen the existing status of the school conditions and classroom management strategies of teachers.

Based on the findings, School conditions, and classroom management are correlated. Also, School conditions significantly influences classroom management strategies. All domains of school conditions, namely, environment, professional relationships, colleagues, principal, mentoring experience, professional climate, and professional development significantly influence classroom management strategies by registering a p-value of .000 which is less than .05 in the level of significance. This leads to the rejection of the null 108 hypotheses. Further, the result indicates that for every unit increase in the seven domains of school conditions, classroom management strategies also increases.

Recommendations

The following suggestions were offered based on the conclusions of the study: For higher officials in the Department of Education, it is recommended to continue investing in programs that strengthen the physical, professional, and relational aspects of school environments. Policies and initiatives that promote a positive professional climate, robust mentoring experiences, and ongoing professional development must be prioritized. By institutionalizing support systems for teachers and ensuring that schools are provided with adequate resources, the Department can create a sustainable environment where effective classroom management thrives alongside quality education.

School principals, on the other hand, are urged to take a proactive role in cultivating a school atmosphere that encourages collaboration, professional growth, and strong interpersonal relationships among staff. As school leaders, principals must ensure that mentoring programs are actively implemented and that professional development opportunities are relevant and responsive to the needs of teachers. By strengthening their support and maintaining open communication with teachers, principals can directly influence and improve classroom management practices, ultimately leading to better student outcomes.

Teachers are encouraged to continuously engage in professional learning and to actively participate in programs and activities that contribute to a positive 109 school environment. Recognizing that school conditions and classroom management are interconnected, teachers should collaborate with colleagues, seek mentorship opportunities, and maintain a supportive relationship with school leadership. By doing so, they not only enhance their individual practices but also contribute to a collective culture of excellence and professionalism within the school.

For future researchers, it is recommended to expand the scope of the study by including a larger and more diverse sample across different grade levels and geographical areas. Longitudinal studies could also be conducted to explore how changes in school conditions over time affect classroom management strategies. Additionally, qualitative methods such as interviews and focus group discussions could provide deeper insights into the personal experiences of teachers, thus enriching the understanding of how school environments influence daily classroom practices. Strengthening the synergy between school conditions and classroom management strategies must be a shared commitment among all educational stakeholders, as it is a key factor in achieving lasting improvements in teaching and learning.



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