

# CLASSROOM MANAGEMENT APPROACHES AND CLIMATE: A STUDY OF TEACHERS' PRACTICES

FELMA GANAL

Cotabato Foundation College of Science and Technology

## ABSTRACT

*This study examined the relationship between classroom management approaches and classroom climate among elementary teachers in the Schools Division of Cotabato during the school year 2025–2026. Using a convergent mixed-methods design, the study combined quantitative descriptive-correlational analysis with qualitative phenomenological inquiry. Quantitative data were gathered from 357 teachers, while qualitative data were obtained from 25 participants through in-depth interviews. Findings revealed that teachers strongly practiced preventive, developmental, and holistic approaches, while reactive strategies were used moderately. Classroom climate was consistently rated as highly positive across teacher support, peer relationships, order and discipline, and student engagement. Statistical analysis showed a significant positive relationship between classroom management approaches and classroom climate ( $p < .01$ ), with developmental and holistic approaches demonstrating the strongest correlations and predictive influence. Regression results indicated that 54.1% of classroom climate variance was explained by management practices, with developmental and holistic approaches as the strongest predictors. Qualitative findings supported these results, highlighting themes such as structured expectations, engagement-focused instruction, reflective practice, and relationship-centered management. The study concludes that proactive and student-centered classroom management approaches significantly enhance classroom climate and recommends strengthening teacher training programs focused on holistic and developmental strategies..*

**Keyword:** CLASSROOM MANAGEMENT, CLIMATE

## 1. INTRODUCTION

Classroom management is a fundamental component of effective teaching, as it directly influences the quality of instruction and the overall learning environment. Teachers are responsible for managing diverse learners with varying academic, social, and emotional needs, requiring flexibility and adaptability in their teaching practices. Effective classroom management ensures that students remain engaged, motivated, and supported in their learning journey.

Classroom management encompasses a range of strategies designed to maintain order, promote positive behavior, and facilitate learning. These include preventive, reactive, developmental, and holistic approaches, each addressing different aspects of student behavior and classroom dynamics. Preventive strategies focus on establishing routines and expectations to avoid disruptions, while reactive strategies address

misbehavior after it occurs. Developmental approaches aim to support students' growth and self-regulation, and holistic approaches consider the overall well-being of learners.

Classroom climate, on the other hand, refers to the overall atmosphere of the classroom, including teacher support, peer relationships, order and discipline, and student engagement. A positive classroom climate fosters a sense of safety, belonging, and motivation among students, which enhances both academic performance and social development.

Despite the importance of classroom management, there is limited research examining how different management approaches influence classroom climate in the local context of the Schools Division of Cotabato. This study addresses this gap by exploring the relationship between classroom management practices and classroom climate, as well as identifying which approaches

most significantly contribute to creating positive learning environments.

## 2. METHODS

This study employed a convergent mixed-methods design, integrating quantitative and qualitative approaches to provide a comprehensive understanding of classroom management and classroom climate. The quantitative component used a descriptive-correlational design to determine the levels, relationships, and predictive effects of classroom management approaches on classroom climate. The qualitative component utilized a phenomenological design to explore teachers' lived experiences.

The respondents for the quantitative phase consisted of 357 elementary teachers from the three congressional districts of the Schools Division of Cotabato, selected through stratified random sampling. For the qualitative phase, 25 teachers were purposively selected based on specific criteria, including teaching experience and assignment within the division.

Data were collected using a structured survey questionnaire adapted from established classroom management and classroom climate scales, measured using a five-point Likert scale. Semi-structured interviews were conducted to gather in-depth qualitative data.

Quantitative data were analyzed using mean, Pearson correlation, and multiple regression analysis to determine relationships and predictors. Qualitative data were analyzed using thematic analysis to identify recurring themes. Ethical considerations, including informed consent, confidentiality, and voluntary participation, were strictly observed throughout the study.

## 3. RESULTS

The findings revealed that teachers strongly practiced classroom management approaches, with an overall mean of 4.66. Preventive (4.81) and holistic (4.84) approaches were the most frequently used, followed by developmental (4.73), while reactive strategies (4.25) were used to a lesser extent. These results indicate a preference for proactive and student-centered strategies over reactive disciplinary measures.

In terms of classroom climate, the overall mean was 4.69, indicating a highly positive classroom

environment. Teacher support (4.81), order and discipline (4.78), peer relationships (4.59), and student engagement (4.58) were all consistently rated as strongly practiced, suggesting that classrooms are supportive, structured, and engaging.

Correlation analysis revealed a significant positive relationship between classroom management approaches and classroom climate ( $p < .01$ ). Developmental ( $r = .649$ ) and holistic ( $r = .634$ ) approaches showed the strongest relationships with overall classroom climate, followed by preventive ( $r = .578$ ), while reactive approaches showed the weakest correlation ( $r = .342$ ).

Regression analysis indicated that classroom management approaches significantly predict classroom climate, explaining 54.1% of its variance. Developmental management emerged as the strongest predictor ( $\beta = .328$ ), followed by holistic ( $\beta = .310$ ), preventive ( $\beta = .145$ ), and reactive ( $\beta = .140$ ) approaches.

Qualitative findings supported these results and revealed key themes such as structured expectations, engagement-focused instruction, reflective and adaptive teaching, consistent routines, and relationship-based management. Teachers emphasized the importance of creating a safe, respectful, and engaging classroom environment to minimize disruptions and promote student growth.

## 4. DISCUSSION

The findings highlight the significant role of classroom management approaches in shaping classroom climate. The strong influence of developmental and holistic approaches suggests that strategies focused on student growth, emotional well-being, and relationships are most effective in creating positive learning environments.

Preventive strategies also play a crucial role by establishing clear expectations and routines that reduce the likelihood of disruptive behavior. These findings support the idea that proactive classroom management is more effective than reactive approaches in maintaining order and promoting engagement.

Reactive strategies, while still necessary in certain situations, showed the weakest influence on classroom climate. This indicates that relying

primarily on disciplinary actions may not contribute significantly to long-term improvements in the learning environment.

The qualitative findings further reinforce the importance of intentional and reflective teaching practices. Teachers who adapt their strategies, build strong relationships, and create engaging learning experiences are better able to foster positive classroom climates. The emphasis on structured routines, collaboration, and emotional support highlights the need for a balanced approach to classroom management.

Overall, the study supports the view that effective classroom management extends beyond discipline and involves fostering a supportive, inclusive, and engaging learning environment that promotes both academic and personal growth.

## **5. CONCLUSION**

This study concludes that classroom management approaches significantly influence classroom climate. Proactive and student-centered approaches, particularly developmental and holistic strategies, are the most effective in creating positive, safe, and engaging classroom environments.

The findings suggest that educational institutions should prioritize professional development programs that focus on holistic and developmental classroom management practices. Training teachers to implement reflective, relationship-based, and student-centered strategies can enhance both classroom climate and student outcomes.

Future research may explore additional variables affecting classroom climate and examine the long-term impact of different classroom management approaches on student achievement and behavior.