

Influence of Teachers' Work Conditions on Classroom Management Practices

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Abstract. This study investigated the impact of teachers' work conditions on classroom management practices in public elementary schools. A mixed-method sequential explanatory design was used, involving surveys from 328 teachers across 22 public schools in Pasig City through stratified random sampling and interviews with ten teachers. Quantitative analysis revealed significant positive correlations between teachers' demographic factors (age, sex, and designation) and work conditions, such as workload, student academic performance, school rules, facilities, and resources. Regression analysis further indicated that workload, student behavior, school policies, facilities, and leadership support significantly influence classroom management. Qualitative findings highlighted the complex relationship between work conditions and teachers' classroom practices. The findings suggest that improving work conditions, such as reducing teacher workload, enhancing school facilities, and providing stronger leadership support, can significantly improve classroom management practices in public elementary schools. Moreover, tailored policies that address teachers' demographic factors and the specific challenges in their work environment are crucial for fostering effective classroom management. These insights can guide policymakers and school administrators in creating more supportive environments for teachers, ultimately improving student outcomes and overall school performance.

Keywords: Teachers' work conditions; Classroom management; Public elementary schools; Teachers' development program.

1.0 Introduction

Teachers' working conditions play a critical role in shaping the educational landscape, affecting both educators and students alike. These conditions encompass a range of factors, including the resources available to educators, the administrative support they receive, and the overall professional environment in which they operate (Sebastian, 2021). Teachers' working conditions are shaped not only by institutional policies and infrastructural resources but also by the collaborative culture among educators. Their improvement, therefore, requires active involvement from various stakeholders within the school community. Understanding the intricacies of these conditions is vital as they significantly influence teachers' ability to manage classrooms effectively, shape student outcomes, and affect their well-being and professional satisfaction.

Scholarly literature on teachers' working conditions highlights several key factors impacting classroom management practices. For instance, Miguel (2019) identified workload, student behavior, leadership support, and availability of school resources as critical determinants of teachers' classroom management effectiveness. These factors contribute to the broader context in which teachers operate, influencing their capacity to maintain

discipline, facilitate learning, and foster positive student-teacher interactions. The study conducted by Miguel (2019), provided the researcher with important direction, conceptualization of the study, and insights throughout the research. Moreover, the dynamics of these factors were exacerbated during the COVID-19 pandemic, when the shift to online learning imposed additional burdens on educators. Teachers had to adapt quickly, developing digital literacy skills and managing virtual classrooms while contending with increased stress and anxiety (Llego, 2023). This situation highlighted the fragility of teacher working conditions in times of crisis and underscored the need for more resilient educational support systems.

Student behavior is another crucial factor influencing teachers' ability to manage classrooms effectively. Misbehavior and other behavioral challenges disrupt learning environments and place considerable strain on teachers, affecting their ability to maintain control and deliver quality instruction. Studies have shown that disruptive behaviors, ranging from nonattendance to bullying, significantly hinder learning (Reyes, 2024). Nonattendance due to a lack of resources or parental guidance became prevalent during the pandemic, particularly in low-income communities. Now, as face-to-face classes have resumed, these behavioral challenges persist, compounded by issues such as excessive use of gadgets for non-academic purposes and bullying. Recent reports from Pasig City indicate that student misbehavior, including verbal and cyberbullying, remains a significant concern, with data showing increasing incidents that adversely impact teachers' and students' performance (Bautista, 2024). While various strategies, including school policies and community collaboration, have been employed to address these behavioral issues, the persistence of such problems suggests that existing interventions may be inadequate.

Moreover, the availability and quality of school facilities and resources constitute another significant aspect of teachers' working conditions. Adequate infrastructure is essential for creating an environment conducive to effective teaching and learning. However, a chronic shortage of classrooms and learning materials has long been a barrier to quality education in the Philippines. For instance, according to DepEd, the country faced a classroom shortage of 159,000 in the 2023–2024 academic year, which marked a substantial increase from the previous year's figures (Macasero, 2023). Despite localized efforts, such as the Pasig City government's allocation of funds toward education infrastructure and student support programs, the shortage remains critical, with the city alone requiring an additional 940 classrooms across its elementary and secondary schools (SGOD, 2023). The inadequacy of physical resources not only hampers teachers' effectiveness but also exacerbates stress, as educators are forced to manage overcrowded classrooms and insufficient materials, further complicating classroom management.

Existing literature on teachers' working conditions reveals several studies emphasizing workload, student behavior, and resource availability as key factors influencing classroom management (Sebastian, 2021; Miguel, 2019; Reyes, 2024). However, while much of this research provides valuable insights into the challenges teachers face, it often overlooks the unique experiences of teachers in urban settings such as Pasig City, where rapid urbanization and socio-economic disparities present additional complexities. Furthermore, many studies focus on isolated factors rather than exploring how these variables intersect to impact teachers' well-being and student outcomes. There is a critical gap in the literature regarding the comprehensive analysis of how these interconnected factors influence classroom management, particularly in post-pandemic education. The increasing prevalence of behavioral issues and ongoing resource shortages highlight the need for research that integrates these dimensions to propose sustainable solutions for improving teachers' working conditions.

This study addresses these gaps by examining the relationship between teachers' working conditions and classroom management practices in public elementary schools in Pasig City. Specifically, the research will explore how workload, student behavior, and resource availability influence classroom dynamics. By providing a more nuanced understanding of teachers' challenges, this study seeks to contribute to developing targeted interventions that can enhance teacher effectiveness and student outcomes. Ultimately, this research's findings will offer insights essential for policymakers, educational leaders, and stakeholders striving to create more conducive and supportive learning environments.

2.0 Methodology

2.1 Research Design

This study adopted a mixed-methods research approach, specifically employing a sequential explanatory transformative design. This design integrates quantitative and qualitative methodologies in two distinct phases to provide a comprehensive understanding of the research problem (Hassan, 2023). The initial phase involved collecting and analyzing quantitative data, followed by the qualitative phase to explore the quantitative findings in greater depth. The sequential explanatory design by Hassan (2023), helped the research come up with a comprehensive understanding of the quantitative and qualitative findings, particularly on the integration of the data. Through the sequential integration of both data sets, the researcher corroborated and improved the findings and overall dependability and profundity of the study.

2.2 Research Participants

A stratified random sampling method was used to select 328 teacher respondents, ensuring representativeness across the public elementary schools in Pasig City. The sample size was determined using Slovin's formula, providing a 95% confidence level with a 5% margin of error. Despite initial outreach to 28 schools, only 22 participated due to constraints such as year-end school activities and extreme heat conditions. For the qualitative component, purposive sampling was employed to select ten teachers from various schools. This group was chosen to ensure diversity in experiences and perspectives.

2.3 Research Instruments

The quantitative data were gathered through a questionnaire checklist. The final instrument consisted of three parts. Part 1 is composed of the demographic profile of the respondents, including age, gender, civil status, position, educational attainment, and length of service. Part 2 focused on teachers' work conditions across five indicators: workload, student behavior, school rules and regulations, available facilities and resources, and support from school leadership. Part 3 consists of questions about classroom management practices, divided into 20 statements—10 focusing on positive practices and 10 on negative classroom discipline strategies. The questionnaire was developed based on a review of relevant literature and revised according to feedback from five experts. The questionnaire underwent both content validation and reliability testing. Content validity was ensured through the expert validation process, while the instrument's reliability was confirmed using Cronbach's alpha, which yielded a coefficient of 0.895. This indicates a high level of internal consistency, affirming the reliability of the data collection tool.

The qualitative data were gathered through semi-structured interviews. The researcher personally designed the interview guide to explore themes related to the teachers' classroom management experiences and working conditions. Recording the interviews minimized recall bias and ensured reliable data capture for analysis.

2.4 Data Gathering Procedure

Depending on each school's circumstances, the researcher administered the questionnaires in person and via Google Forms. Following the quantitative phase, qualitative data were collected through semi-structured interviews. The interviews were conducted in person and via online platforms (e.g., Google Meet), depending on the participants' availability and preferences. Interviews were audio- and video-recorded to ensure accuracy in transcription and analysis.

2.5 Data Analysis Procedure

After the data were gathered, they were subjected to statistical analysis to determine trends, relationships, and patterns relevant to the study's objectives. The qualitative data were analyzed using thematic analysis, where recurring patterns were identified, coded, and categorized into themes. This phase provided deeper insight into teachers' experiences concerning classroom management and working conditions.

2.6 Ethical Considerations

The study adhered to ethical standards. All participants provided informed consent and maintained confidentiality throughout the research. The researcher took measures to ensure the integrity of the data, avoiding any falsification or distortion. Plagiarism checks and proper citation practices were also followed by the American Psychological Association (APA) 7th edition guidelines. The research study is solely financed by the researcher,

who demonstrated a strong sense of personal dedication to and enthusiasm for the research topic, even without outside financial sources or institutional agendas. The study was conducted for research purposes only. No organization or outside entity's interest was intended to be served. The researcher's only goal was to contribute to the field's scientific knowledge and comprehension.

3.0 Results and Discussion

Quantitative Phase

3.1 Teachers' Demographic Profiles

The age distribution in Table 1 reveals a relatively small proportion of younger teachers. This may reflect factors such as the overall age distribution of the teaching workforce in the Philippines, the accessibility of teaching positions, and career progression. Seniority-based promotions limited professional development opportunities, and insufficient incentives for younger teachers likely contribute to the dominance of older teachers in the sample. Recognizing the age distribution is vital for developing strategies tailored to teachers' challenges at different career stages. Furthermore, the gender distribution aligns with global trends, where women are more likely than men to pursue teaching careers.

The civil status of respondents may also influence the study's conclusions and recommendations. Family responsibilities, for instance, may affect work conditions and classroom management strategies. Married teachers might face distinct priorities and challenges compared to single teachers. Understanding the distribution of civil status is crucial for designing interventions that support teachers' personal and professional lives and enhance well-being and teaching effectiveness.

Table 1. Descriptives of the teachers' demographic profiles

Demographic Variables	Frequency	Percentage
Age		
30 below	57	17
31-35 years old	49	15
36-40 years old	47	14
40-45 years old	91	29
46-50 years old	70	21
51 years old and above	14	4
Sex		
Male	102	31
Female	226	69
Civil Status		
Single	79	24
Married	240	73
Widow/ Widower	7	2
Separated	2	1
Educational Attainment		
Baccalaureate Degree	81	25
Masteral Units	161	49
Master's Degree	68	21
Postgraduate Units (PhD, EdD)	15	5
Post Graduate Degree (PhD, EdD)	3	1
Position Title		
Teacher I	113	35
Teacher II	68	21
Teacher III	109	33
Master Teacher I & II	38	12
Length of Service		
Less than 5 years	79	24
6-10 years	60	18
11-15 years	75	23
16-20 and above	114	35

Regarding educational attainment, 49% of respondents have master's units, 25% hold baccalaureate degrees, 21% possess master's degrees, 5% have postgraduate units, and 1% hold postgraduate degrees. This suggests a commitment to continuing education, which may affect teaching practices and classroom management. Teachers

with higher qualifications are likelier to adopt advanced teaching strategies and exhibit greater autonomy. Recognizing this distribution is key to creating interventions that promote professional development and improve classroom management.

The distribution of position titles also has implications for the study. Teachers in entry-level roles may encounter distinct challenges compared to those in more advanced positions. Understanding this distribution is essential for crafting interventions that address the specific needs of teachers at various career stages. Similarly, the length of service affects teachers' work conditions and management strategies. Veteran teachers may have different needs compared to those early in their careers. Recognizing service length is important for developing targeted interventions that enhance professional growth and classroom management across all experience levels.

3.2 Work Conditions of Teachers

In terms of Workload

Table 2 shows the work conditions of teachers in terms of workload. The weighted mean score of 4.62, with a standard deviation of 0.63, indicates that teachers strongly agree with the statements defining their workload. The study's findings conform to the study of Masoom (2021), which states that teachers perceived too much work after school meetings, excessive deadlines, and office staff assessments to enhance their workload pressure. In addition, there is a significant relation between the extent of management of teachers' teaching workload, their overall workload, and their teaching effectiveness. This statement is supported by Rosanes (2020), who states that teachers who experience heavy workloads early in their careers are more likely to lose confidence in their effective classroom management strategies, overworked frequently resort to negative approaches to managing student misbehavior, including yelling and using sarcasm. Conversely, teachers who are confident in their ability to manage classroom behavior and who are well-prepared are more likely to provide pupils with clear expectations and a clear classroom behavior structure.

Table 2. Descriptives of work conditions of teachers in terms of teachers' workload

Indicators	Mean	SD	Interpretation
1. Attends six (6) hours of actual teaching and two (2) hours of allocated ancillary tasks, which may be spent within or outside school premises.	4.83	0.42	Strongly Agree
2. Prepares Daily Lesson Log (DLL), PowerPoint, Written Tests, and Performance Tasks.	4.80	0.49	Strongly Agree
3. Conduct home visitation and follow-up with parents/guardians.	4.54	0.66	Strongly Agree
4. Attends training, workshops, and LAC sessions before, during, and after class hours.	4.68	0.60	Strongly Agree
5. Spends additional duties/ assignments beyond regular teaching hours, such as serving as subject coordinator, working committees, and supervising extracurricular activities.	4.45	0.84	Agree
6. Conduct remedial classes for non-readers and struggling learners	4.54	0.67	Strongly Agree
7. Spend extra time communicating with parents through messenger, phone calls, and parent-teacher conferences.	4.63	0.64	Strongly Agree
8. Checks and records learners' written tests, performance tasks, and other related learning activities.	4.79	0.53	Strongly Agree
9. Serves as a trainer in extracurricular activities such as Journalism, MTAP, and Festival of Talents.	4.12	1.02	Agree
10. Prepares and submits school reports and forms.	4.78	0.53	Strongly Agree
Overall Mean	4.62	0.64	Strongly Agree

In terms of Student's Behavioral Performance

Table 3 presents teachers' work conditions about students' behavioral performance. The overall mean score is 3.27, with a standard deviation of 1.12, suggesting a neutral perception among teachers regarding factors affecting student behavioral performance. The study's findings align with those of Dublas and Genuba (2023), who discovered that working conditions significantly impact teachers' sense of effectiveness. This suggests that improved working conditions can enhance teachers' sense of efficacy, crucial for successful teaching and high student academic achievement.

Moreover, Debreli and Ishanova (2019), as cited by Raslinda (2021), highlight several instances of misbehavior on the part of pupils, including roaming around the classroom, being obtuse, talking too much, disturbing others, lying, stealing, cheating, sexual harassment, fighting and hostility (aggressive), deliberate mischief (mischievous), and rejection of authority. The study's findings illustrate the various forms of student misbehavior in the classroom and teachers' methods.

Table 3. Descriptives of work conditions of teachers in terms of student behavioral performance

Indicators	Mean	SD	Interpretation
1. Low grades due to nonattendance or absenteeism.	3.18	1.14	Neutral
2. No participation in class discussion.	3.44	1.10	Neutral
3. No submission of Written Tests and Performance Tasks.	3.22	1.16	Neutral
4. Misbehaviour inside the classroom.	3.20	1.18	Neutral
5. Personal problems that affect academic performance include financial, family, health, and distance from home to school.	3.38	1.11	Neutral
6. Poor study habits such as lack of time management and procrastination.	3.46	1.13	Neutral
7. Inclement weather conditions such as extremely high temperatures and storm signals.	3.10	1.17	Neutral
8. Excessive use of gadgets for non-academic purposes.	3.36	1.14	Neutral
9. Experienced bullying from peers.	3.05	1.20	Neutral
10. Lack of support and supervision from parents/guardian	3.36	1.12	Neutral
Overall Mean	3.27	1.12	Neutral

In terms of School Rules, Regulations, and Implementation

Table 4 presents work conditions related to school rules, regulations, and implementation. The overall weighted mean is 4.72, with a standard deviation of 0.51. This implies that teachers strongly agree with the efficiency and clarity of the school's general rules, regulations, and implementation. The study's findings conform to Better Leaders Better Schools (2023) statements that school administrators play an instrumental role in supporting teachers by giving mentorship and professional development opportunities. Administrators can help teachers improve their instructional skills and classroom management techniques by providing feedback and guidance. By supporting professional development, encouraging peer collaboration, providing meaningful evaluations, establishing open-door policies, involving teachers in decision-making, fostering a positive school culture, and offering resources for classroom management, principals can create an environment in which teachers feel empowered, supported, and valued by their schools. Administrators can support educators in this area by providing them with the resources, guidance, and tools necessary to manage their classes effectively.

Moreover, according to Luz et al. (2020), school discipline concerns the action taken by a teacher or the school organization toward a student (or a group of students). Rules at school can help students learn how to take care of themselves, other people, and their environment by setting boundaries or guiding their conduct. The school system establishes rules and policies to prevent certain behaviors or attitudes seen as dangerous or against school policies, educational norms, traditions, etc.

Table 4. Descriptives of work conditions of teachers in terms of school rules, regulations, and implementation

Indicators	Mean	SD	Interpretation
1. Ensures teachers, learners, and parents understand school policies and procedures about learners' behavior.	4.77	0.44	Strongly Agree
2. Enforces rules for learners' behavior, such as bullying and misbehavior.	4.72	0.50	Strongly Agree
3. Provides training and professional development opportunities for teachers on effective behavior management strategies	4.71	0.50	Strongly Agree
4. Seeks support from parents and external partners to address complex behavior issues affecting learners.	4.71	0.50	Strongly Agree
5. Creates a positive and inclusive school climate where students feel safe, supported, and engaged.	4.74	0.50	Strongly Agree
6. Conduct information dissemination and campaigns on school regulations and policies.	4.72	0.54	Strongly Agree
7. Imposes positive and non-violent discipline.	4.72	0.52	Strongly Agree
8. Capacitates teachers on classroom management strategies.	4.70	0.52	Strongly Agree
9. Develops strategies and innovations in addressing pupils' discipline.	4.70	0.54	Strongly Agree
10. Monitors and evaluates the implementation of school rules and regulations.	4.72	0.53	Strongly Agree
Overall Mean	4.72	0.51	Strongly Agree

In terms of Facilities and Resources

Table 5 shows teachers' working conditions regarding school facilities and resources. With a standard deviation (SD) of 0.73, the overall mean score is 4.40. The study's findings align with those of Baharuddin (2021), who states that refining a school environment's physical and resource-related aspects can lead to better teaching outcomes and increased teacher motivation. This aligns with the notion that adequate facilities and resources are critical for effective teaching and learning.

Table 5. Descriptives of work conditions of teachers in terms of facilities and resources

Indicators	Mean	SD	Interpretation
1. Provide adequate standard classrooms that are comfortable and convenient and can sustain inclement weather conditions such as high heat index and storm signals.	4.46	0.67	Agree
2. Provides teachers with sufficient access to instructional resources, materials, and technologies such as printers, laptops, reference books, modules, workbooks, websites, and portals.	4.47	0.64	Agree
3. Provides a convenient faculty room for teachers to create DLP/DLL instructional materials, check learners' outputs, and perform other related tasks.	4.18	0.94	Agree
4. Provides sufficient clean comfort rooms to accommodate all learners (1 comfort room for every 50 learners) and teachers.	4.33	0.82	Agree
5. Provides access to a clean and safe environment and supplies such as water, electricity, and food.	4.50	0.64	Strongly Agree
6. Provide teachers and learners with adequate furniture like desks, chairs, and tables.	4.48	0.65	Agree
7. Provides a functional library, clinic, canteen, and ICT room for learners and teachers.	4.46	0.66	Agree
8. Establishes a safe, motivated, and secure learning environment	4.59	0.57	Strongly Agree
9. Provides free internet access to teachers and learners.	4.07	0.65	Agree
10. Determines the seismic hazard in the school and develops an emergency mitigation plan.	4.51	0.64	Strongly Agree
Overall Mean	4.40	0.73	Agree

However, the current study's findings disagree with those of Apolinar (2019), who stated that overcrowding is a major problem in many Philippine schools. Lack of proper infrastructure, especially in the classrooms, is one of the causes of school overpopulation. The study concluded that the lack of classroom space in overcrowded schools restricts the quantity and quality of interaction between teachers and students and the effectiveness of teaching and learning. Shortages of classrooms must be given priority. The government must prioritize classroom shortages. More classrooms can enhance the quality of education.

In terms of School Head's Leadership Support

Table 6 reveals that all respondents strongly agree with the statements about the school head's leadership support, as indicated by their weighted mean. The overall mean score for teachers' level of work conditions in terms of the school head's leadership support is 4.61, with a standard deviation (SD) of 0.62. This indicates that, on average, teachers strongly agree that the school head provides effective leadership and support. Thus, the study's findings conform with the study of Aquino et al. (2021), which found that effective leadership practices, such as providing technical assistance, ensuring curriculum implementation, and fostering a supportive environment, significantly enhance teachers' performance and job satisfaction. The study implies that strong leadership support is crucial in creating a positive working environment, which aligns with the current research findings. Teachers' perceptions of leadership support, including technical assistance and professional development, are essential for improving educational outcomes and maintaining high teacher motivation and effectiveness.

Table 6. Descriptives of work conditions of teachers in terms of school head's leadership support

Indicators	Mean	SD	Interpretation
1. Provides technical assistance to teachers and learners through equitable access to education.	4.63	0.59	Strongly Agree
2. Ensures and supervises the implementation of the curriculum through strict class programs and schedules.	4.68	0.58	Strongly Agree
3. Provides and empowers teachers with sufficient training/seminars on managing student behavior/discipline.	4.62	0.61	Strongly Agree
4. Always ensures the protection and safety of teachers and learners	4.62	0.61	Strongly Agree
5. Makes sustained efforts to address teachers' concerns about school facilities, resources, and academic endeavors through collaboration, camaraderie, and holistic decision-making and consultation.	4.62	0.62	Strongly Agree
6. Fosters an atmosphere where teachers and learners feel supported, empowered, and valued through incentives, rewards, and recognition.	4.59	0.63	Strongly Agree
7. Provides instructional leadership support towards improving teacher competence and learner outcomes.	4.63	0.61	Strongly Agree
8. Makes sustained efforts to address teachers' concerns about school facilities, resources, and academics.	4.61	0.60	Strongly Agree
9. Motivates and supports reducing paperwork and other instructional duties to allow teachers to focus on teaching.	4.52	0.73	Strongly Agree
10. Provides support to uplift teachers' morale regarding well-being, mental health, collaboration, and professional development.	4.59	0.66	Strongly Agree
Overall Mean	4.61	0.62	Strongly Agree

In addition, according to Kabia (2022), teachers leave a school because of a lack of administrators' support, such as emotional support, instructional support, assistance with student behavior, adequate resources, and a positive

school climate. However, if teachers received this support from their administrators, they would stay at their schools. Moreover, Tyler's (2022) findings of the study showed that when the administration failed to support teachers or blamed them for being responsible for violent incidents, educators experienced anxiety, fear, and isolation.

3.3 Classroom Management Practices of Public School Teachers

Table 7 presents twenty classroom management practices. The overall weighted mean score is 3.12, indicating that teachers have a neutral perception of classroom management practices. This implies that school administrators should provide training, assistance, and professional development opportunities for teachers to improve their classroom management abilities and foster a welcoming and inclusive learning environment for all children. The study's findings align with Professor Helen Watt of the University of Sydney, as cited by Rosanes (2020), who asserts that teacher education is crucial in equipping future teachers with effective classroom management skills. Building their confidence in managing student misbehavior through positive structures rather than negative reactions is also important.

Delos Reyes and Callo (2021) found that implementing all classroom management strategies significantly enhanced students' communication, creativity, and critical thinking. Three categories of classroom management practices significantly influenced students' 21st-century skills: involving students in observable ways; posting, teaching, reviewing, monitoring, and reinforcing expectations; and employing a continuum of tactics to deal with unacceptable behavior.

Table 7. Descriptives of classroom management practices of public-school teachers

Indicators	Mean	SD	Interpretation	Rank
1. Sets rules and procedures before, during, and after classes	3.92	0.29	Agree	1
2. Use praise, encouragement, and rewards to acknowledge and reinforce behaviors, such as completing assignments/ performance tasks and participating in class discussions.	3.90	0.30	Agree	2
3. Talks heart to heart with misbehaving learner, listens to him attentively, and seeks parent's guidance.	3.86	0.38	Agree	4
4. Creates a positive atmosphere in the classroom where students feel safe, respected, and valued.	3.82	0.33	Agree	3
5. Enforces consequences for misbehavior regularly and fairly, using a progressive discipline approach that focuses on teaching appropriate behavior rather than just punishment.	3.82	0.40	Agree	8
6. Calls learners' attention if misbehavior is seen.	3.86	0.43	Agree	4
7. Establishes clear expectations for student behavior.	3.82	0.44	Agree	8
8. Addresses misbehaviors of learners using intervention or parent conferences.	3.80	0.42	Agree	10
9. Establishes and reinforces daily routines and procedures for transitions, classroom activities, and group work.	3.83	0.39	Agree	7
10. Implement effective classroom discipline that is fair, consistent, and respectful, such as monitoring learners' behavior, providing consequences for learners who do not follow expectations, and evaluating discipline procedures regularly.	3.86	0.37	Agree	4
11. Uses intimidation for pupils to misbehave.	2.72	1.21	Neutral	12
12. Punishes students who are misbehaving.	2.44	1.13	Neutral	15
13. Sends students home for aggressive and destructive behavior.	2.23	1.25	Neutral	18
14. Sends a student to modular class for repeatedly doing aggressive or disruptive misbehavior.	2.31	1.20	Neutral	17
15. Calls out students for mistakes or misbehaving in front of their peers.	2.46	1.17	Neutral	14
16. Gives less work to students who behave in the class.	2.32	1.21	Neutral	16
17. Mention the names of learners who have no assignments and do not submit performance tasks and other class activities.	2.58	1.10	Neutral	13
18. Raise his/her voice when the class is noisy.	2.76	0.99	Neutral	11
19. Use hurtful or derogatory language to learners who misbehave.	2.01	1.21	Neutral	20
20. Uses group punishment for the actions of a few students.	2.06	1.19	Neutral	19
Overall Mean	3.12	0.77	Neutral	

Thomas' (2021) study revealed that Positive Behavior Intervention Support (PBIS) at all schools improved student behavior by reducing punitive measures like office referrals and school suspensions and encouraging students to engage in positive behaviors like increased school attendance and a desire to learn. The findings also underscored the need to provide teachers with essential training and professional development, along with follow-up support sessions, to ensure their readiness for implementation. The study's findings demonstrate the effective implementation of PBIS throughout an entire school to reduce disruptive behavior and improve academic performance, thereby supporting social change.

3.4 Relationship Between Teachers’ Demographic Profiles and their Work Conditions

Primarily, age and workload ($r = 0.571, p < 0.05$), student academic performance ($r = 0.682, p = 0.000$), school rules and regulations ($r = 0.682, p < 0.05$), and facilities and resources ($r = 0.789, p < 0.05$) have a positive correlation at first. These results suggest that teachers may have a heavier workload and a bigger influence on the academic achievement of their students as they get older. More experienced teachers may understand the importance of following school policies and procedures and be more appreciative of the provision of adequate facilities and resources. Furthermore, based on the results of the data, sex and workload ($r = 0.706, p < 0.05$), student academic performance ($r = 0.706, p = 0.000$), and school rules and regulations ($r = 0.706, p < 0.05$) all showed a significant positive correlation. This suggests that sex influences teachers' working environment, with female teachers potentially experiencing a higher workload and having an impact on student academic performance.

Correspondingly, there were significant positive relationships between the following variables: student academic achievement ($r = 0.696, p < 0.05$), school rules and regulations ($r = 0.696, p < 0.05$), facilities and resources ($r = 0.589, p < 0.05$), and designation and workload ($r = 0.637, p < 0.05$). This suggests that different designations may have different working conditions for teachers, which could impact student performance and adherence to school rules and regulations. However, no significant correlations were found between work conditions, civil status, and educational attainment. Furthermore, there was no significant relationship between work conditions and length of service in teaching.

Table 8. Analysis of the relationships between teachers’ demographic profiles and their work conditions

		Workload	Student Academic Performance	School Rules, Regulation, and Implementation	Facilities and Resource	School Head’s Leadership Support
Age	Pearson	0.571	0.682	0.682	0.789	0.885
	Correlation					
Sex	Sig. (2-tailed)	0.000*	0.000*	0.000*	0.022*	0.029*
	Pearson	0.706	0.706	0.706	0.895	0.578
Designation	Correlation					
	Sig. (2-tailed)	0.000*	0.000*	0.000*	0.047*	0.024*
Civil Status	Pearson	0.637	0.696	0.696	0.589	0.688
	Correlation					
Educational Attainment	Sig. (2-tailed)	0.000*	0.000*	0.000*	0.789	0.589
	Pearson	0.547	0.245	0.564	0.278	0.457
Length of Service in Teaching	Correlation					
	Sig. (2-tailed)	0.450	0.245	0.255	0.456	0.256
Educational Attainment	Pearson	0.589	0.890	0.487	0.789	0.256
	Correlation					
Length of Service in Teaching	Sig. (2-tailed)	0.048*	0.049	0.078	0.004*	0.050*
	Pearson	0.789	0.578	0.589	0.458	0.489
Length of Service in Teaching	Correlation					
	Sig. (2-tailed)	0.040*	0.580	0.456	0.008*	0.049

*significant ($p < 0.05$)

Furthermore, the significant relationships revealed in this study emphasize the importance of considering teachers' demographic profiles when understanding their work conditions. Addressing age, sex, and designation can improve student academic performance, better adherence to school rules and regulations, and enhance facilities and resources. However, the non-significant relationships suggest that civil status, educational attainment, and length of service in teaching may not directly influence work conditions. These findings emphasize the need for tailored teacher development programs focusing on demographic characteristics to optimize classroom management practices and overall teaching effectiveness.

Kume (2020) asserts that understanding the demographic characteristics of teachers, such as age, sex, and educational attainment, is crucial in determining job satisfaction levels, and this supports the study's result. Educators and policymakers can tailor strategies to enhance job satisfaction and improve teaching effectiveness by examining how these factors influence work conditions. This research underscores the importance of considering teachers' demographics in shaping their job satisfaction and work environment. The study's findings also conform to Lilie (2019), who states that general education teachers lack sufficient training in proven inclusion practices necessary to cope with the increase in diverse learning needs. Inadequate training can worsen student and teacher stress levels in the classroom and lead to disruptive behavior.

Additionally, the Sarabia (2020) study found a positive correlation between gender and position and teaching performance, with female teachers and those in higher positions generally outperforming male teachers. Conversely, the number of seminars attended concerning stress and demand, a sub-component of work-related stress, negatively and significantly predicts teaching performance. According to the study, teachers who attended stress management seminars performed better in the classroom than those who did not. Moreover, Delos Reyes and Callo's (2021) study findings show that the longer teachers stay in the profession, the more experienced they become in managing their classrooms and that the higher level of education they obtain in their specialty significantly impacts how students develop their 21st-century skills. Masoom (2021) supports this statement by asserting that teachers' positive perception of the school's conducive environment increases with their experience.

3.5 Relationship Between Work Conditions of Teachers and Their Classroom Management Practices

The data in Table 9 illustrates the relationship between teachers' workloads and classroom management practices. The mean workload of teachers is 3.8, signifying the perceived level of workload experienced by teachers. The R-value of 0.76 indicates a significant positive correlation between teachers' workloads and their classroom management strategies. This correlation suggests that as teachers' workloads increase, there is a corresponding enrichment in their classroom management practices, showcasing a significant relationship between these two variables. The p-value of 0.0146 at the significance level of 0.05 rejects the null hypothesis, indicating a statistically significant association between teachers' workloads and classroom management practices. The rejection of the null hypothesis underscores the criticality of considering teachers' workloads in assessing their classroom management practices. The results indicate that good teacher workload management may result in better classroom management strategies, ultimately improving the learning environment for students.

Table 9. Analysis of the relationship between the work conditions of teachers and their classroom management practices

Variables	Mean	R-value	Description	P-value	Decision	Interpretation
Teachers' Work Loads and Classroom Management Practices	3.80	0.76	Strong Positive Correlation	0.0146	Reject	Significant

In conclusion, the data highlights the critical connection between effective classroom management practices and the work conditions of teachers, particularly their workloads. By recognizing and addressing the impact of workloads on classroom management, schools may provide support and resources to teachers to help them effectively manage their responsibilities. This information emphasizes balancing teachers' workloads to improve classroom management techniques and foster an environment where students may learn. The study's findings conform to Rabia and Hashmi, Muhammad (2021), that effective classroom management practices are closely linked to teachers' work conditions, such as workload and support. This implies that creating a conducive work environment for teachers can positively impact their ability to manage classrooms effectively, leading to improved student academic outcomes. This study highlights the importance of working conditions in enhancing classroom management practices and academic success.

3.6 Influence Between Work Conditions of Teachers and Their Classroom Management Practices

Table 10 reveals that regression analysis results, with non-zero B coefficients, suggest that teachers' work conditions, including workload, student behavioral performance, school rules, regulations, and implementation, facilities and resources, and the leadership support of the school head, influence their classroom management practices to varying degrees, with associated probabilities all exceeding the significance level of 0.05. The findings show that for every unit increase in workload, student academic performance, school rules and regulations and implementation, facilities and resources, and school heads' leadership support, we expect increases of -0.145, 0.030, 0.116, and 0.233, respectively.

Moreover, the probabilities of the associated variables were less than the significance level of 0.05. This indicates that teachers' work conditions significantly impact their classroom management practices. Therefore, the influence was significant. The computed beta coefficients revealed that students' academic performance (B = 0.233), facilities and resources (B = 0.116), and the school head's leadership support (B = 0.245) are the best predictors of teachers' classroom management practices. The computed F-ratio of 3.747 indicates that the distributed teachers' work conditions form a significant set of predictors for the teacher's classroom management practices. We reject the null hypothesis, stating that there is no significant influence between work conditions and

teachers' classroom management practices because the p-value of 0.007 is less than the 0.05 significance level. However, the alternative hypothesis is accepted. This implies that the work conditions of teachers have an impact on their classroom management practices.

Table 10. Analysis of the influence between work conditions of teachers and their classroom management practices

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	3.553	0.307		11.568	0.000
Workload	-0.145	0.117	-0.239	-1.242	0.217
Student Academic Performance	0.030	0.130	0.049	0.233	0.024**
School Rules, Regulations, and Implementation	0.116	0.138	0.158	0.845	0.400
Facilities and resources	0.233	0.120	0.350	1.939	0.045**
School head's leadership support	0.245	0.145	0.245	0.450	0.03**

Note: R² = 0.136, F = 3.747, P = 0.007

The study's findings align with those of Rabia et al. (2021), demonstrating a close correlation between effective classroom management practices and teachers' work conditions, including workload and support. In addition, the study's findings indicate that forming a conducive work environment for teachers can positively impact their ability to manage classrooms effectively, leading to improved student academic outcomes.

Qualitative Phase

3.7 Lived Experiences of Teachers in Classroom Management and Work Condition

The researcher developed nine themes in this qualitative study, namely: (1) the multifaceted Responsibilities of Teachers; (2) The impact of overwork on teachers' performance and well-being; (3) The Paradox of School Safety and Maintenance Amidst Resource Deficiencies; (4) The impact of classroom facilities and resources on teaching and learning; (5) Challenges in Student Behavioral Performance and Engagement; (6) Preference for Positive Reinforcement Over Punishment in Behavior Management; (7) Supportive and Conducive Learning Environment; (8) Impact of Good Work Conditions on Educational Success; and (9) Leadership and Improvement of Work Conditions in Schools.

Theme 1: Multifaceted Responsibilities of Teachers

In this theme, most of the participants said that aside from the six hours of teaching load, they have two hours of ancillary tasks in curriculum planning, curriculum implementation, assessment of learners' progress, and homeroom guidance and management. Also, they handled non-teaching-related assignments like school paper advisers, subject area coordinators in Filipino and English, SMEA Coordinators, WinS Coordinators, and the like. They also administer and submit reports on Comprehensive Literacy Rapid Assessment (CRLA), Annual National Assessment (ANA), Test of Fundamental Skills (TOFAS), and many others. Participants shared about the apparent overwork load of teachers, which affects their job satisfaction, burnout, stress, quality of teaching, and student performance. Overworked teachers may be unable to prepare instructional materials and address student behavioral problems inside the classroom.

Moreover, the findings are supported by David et al. (2019), who state that public school teachers often have various non-teaching responsibilities to complete besides teaching. Because of this workload, teachers are forced to take on many additional duties and obligations that take time away from their teaching. Masoom (2021) states that teachers perceived too much work after school meetings, excessive deadlines, and office staff assessments to enhance their workload pressure. In addition, there is a significant relation between the extent of management of teachers' teaching workload, their overall workload, and their teaching effectiveness. Furthermore, Tarraya (2023) stated that their heavy workloads influence teachers' effectiveness and efficiency.

Theme 2: The Impact of Overwork on Teachers' Performance and Well-Being

Most participants believed that an overworked workload affects different aspects of their lives. They mentioned that an overworked load causes stress, fatigue, and burnout while contributing to their ineffectiveness in teaching. Moreover, it also affects classroom management practices, decreases teachers' effectiveness in teaching, and negatively impacts students' learning outcomes. As one participant mentioned, overwork can significantly impact classroom management practices.

My workload as a school paper adviser affects my classroom management when, by chance, there are contests, and I need to excuse myself from class for the sake of training and to accompany them to scheduled competitions. T4

I can manage my workload, but sometimes, it leads to stress and a lack of time to prepare my lessons. T2

This implies that the over workload experienced by teachers leads to significant stress, fatigue, and burnout, adversely affecting their classroom management practices and diminishing their effectiveness in teaching. This strain on teachers impairs their ability to deliver high-quality instruction and negatively impacts student learning outcomes, creating a less conducive learning environment. As teachers struggle to balance excessive workloads, the overall educational experience suffers, highlighting the need for strategies to reduce teacher overwork and provide better support to enhance teacher well-being and student achievement. Finally, if overworking persists among teachers, their physical, mental, social, and emotional well-being is affected. It is suggested that the school head consider the teacher's workload. Also, the school head should streamline the workload by providing training that will lessen teachers' stress and burnout.

Rosanes (2020) supports this claim, stating that teachers who encounter high workloads early in their careers are more likely to lose confidence in their ability to manage the classroom effectively. Overworked teachers frequently resort to negative classroom discipline, such as yelling and using sarcasm. These findings are also supported by Llego (2024). According to him, based on various research results from different institutions, the study's findings indicate that an increase in administrative responsibilities substantially impacts teachers' workloads, affecting the quality and well-being of their teaching. Overworked teachers have less time to plan and prepare interesting lessons, address students' needs, check students' outputs, and participate in professional development programs or activities, leading to teachers' burnout and classroom ineffectiveness.

Also, these findings conform with the findings of Tarraya (2023), stating that their heavy workloads influence teachers' general effectiveness and efficiency. These findings are also supported by Llego (2024). According to him, based on various research results from different institutions, the study's findings indicate that an increase in administrative responsibilities substantially impacts teachers' workloads, affecting the quality and well-being of their teaching. Teachers overworked in administrative tasks have less time to plan interesting lessons, give each student their full attention, and participate in professional development programs or activities. This, in turn, can lead to decreased job satisfaction, increased stress levels, and potential burnout.

Theme 3: The Paradox of School Safety and Maintenance Amidst Resource Deficiencies

Most of the respondents believed that the school has safe and well-maintained facilities but lacked school facilities and resources like classrooms and comfort rooms. Resources like books are not aligned with the curriculum. They have also no or limited access to the internet. Some participants revealed,

Our school is considered a big school in terms of the number of enrollees, but our facilities, school size, and space are insufficient. Two shiftings are applied. T1

Our school has small facilities: a library, canteen, feeding room, limited comfort rooms, and computer room. T10

The findings reveal that while the school facilities are safe and well-maintained, there are significant deficiencies in school facilities and resources. The lack of sufficient classrooms and comfort rooms creates a challenging learning environment that can impede student comfort and concentration, thus negatively affecting overall academic performance. The misalignment of available books and other references with the curriculum further complicates teaching, forcing teachers to adapt materials or teach without adequate resources, thereby diminishing the quality of education. Limited internet connection makes it difficult for teachers and students to access modern instructional materials and technologies, which makes it difficult to integrate digital learning strategies and get current knowledge. These deficiencies show an urgent need for resource investment to ensure a conducive learning environment and improve educational outcomes.

The study's findings conform to the findings of Apolinar (2019), who stated that overcrowding is a serious issue in many Philippine schools. Lack of adequate facilities, especially in the classrooms, which the government typically supplies, is one of the causes of school overpopulation. The Philippines cannot anticipate high results from its school system given the lack of classrooms, which is one of the factors contributing to the ineffectiveness of education. Moreover, these statements are supported by The Pulse Survey Asia result commissioned by Sen. Sherwin Gatchalian, as cited by Gregorio (2023), which shows that the top issue the Department of Education should address is the lack of classrooms. Fifty-two percent (52%) of the 1,200 respondents to the survey said that the DepEd should take immediate action to solve the issue of a shortage of classrooms. Followed by deficient/lack of school learning resources like books and computers (49%) and lack of teachers (45%).

Theme 4: The Impact of Classroom Facilities and Resources on Teaching and Learning

This emphasizes that school facilities and resources affect classroom management practices. Teachers are hurrying due to the class shift, especially during dismissal. During extreme heat index, classes are shifted to asynchronous, greatly affecting learning outcomes. Adequate facilities improve teachers' work conditions by enhancing instruction, increasing job satisfaction, reducing stress, and creating a positive school environment. Some participants revealed,

The sharing of classrooms among other grade levels affects my classrooms among other grade levels affects my classroom management because we are always in a hurry, especially during dismissal time. Adequate facilities improve the conditions of teachers in their workplace because this is less stressful for the teachers. T1

Since we are a small school, our facilities, like those of CR's, are also limited. So, there are times that are difficult for children. Because it is a public school, we do not have air conditioners in the classroom, especially this summer, so the children are forced to use an alternative mode during school. School Facilities are important in supporting students' learning. It increases student's learning motivation and supports teachers in delivering material effectively. T4

This implies that inadequate classroom facilities and resources disrupt classroom management practices, forcing teachers to rush during dismissals due to the need to shift classes, which undermines lesson continuity and classroom order. During extreme heat, the necessity to move to asynchronous learning further impacts student learning outcomes negatively. For teachers, the lack of adequate facilities increases stress and diminishes job satisfaction, detracting from their ability to provide effective instruction. Conversely, adequate facilities enhance teaching conditions, leading to improved instructional quality, higher job satisfaction, and reduced stress, fostering a positive and productive school environment. This benefits teachers and creates a more conducive learning atmosphere for students, ultimately improving their academic performance and overall school experience.

These findings are supported by Apolinar's (2019) study, which revealed that the shortage of classrooms in overpopulated schools limits the quality and quantity of interactions between teachers and students and the quality of teaching and learning. Classroom shortages need to be treated as worthy of the government's attention. The study's findings show that there would be a high quality of education if more classrooms were provided to accommodate students. In addition, Macasero (2023) states that the quality of education depends on school facilities and instructional material. It is the way that pupils are learning. The facilities and environment of a school have a big impact on how well pupils learn. In addition, records of the school's physical facilities, including furniture and equipment, and their regular usage in planning and supervising activities can yield information from which several indicators for evaluating the standard of instruction in a school can be derived. School facilities can greatly influence the learning process.

Theme 5: Challenges in Student Behavioral Performance and Engagement

Most respondents identified student's behavioral performances, namely late submission of performance tasks, absenteeism, aggressiveness, lack of focus on study, no assignments, poor management time, lack of motivation, poor study habits, and learning disabilities. Teachers' strategies in dealing with student misbehavior: one-on-one talk with misbehaved learners, conferences with parents, teaching and modeling positive behavior, setting rules and procedures from the beginning, setting clear expectations, recognizing good behavior, addressing learners'

misbehavior immediately, building positive discipline and relations with learners. Thus, the significant remarks of the participants are revealed below:

The pupils' behavioral performance is due to late submission of their performance tasks, and behavioral problems are tardiness, absenteeism, and non-participation. Here are some strategies that I used to deal with student misbehavior. Turn negative into positive, teach positive behavior, communicate well, and recognize good behavior and achievements. T2

Lack of motivation, poor study habits, and learning disabilities. To address academic and behavioral problems, I used differentiated instruction, individualized support, and collaboration between teachers and parents. I also build positive relationships with pupils and parents. T6

This implies that public elementary teachers encountered several student behavioral problems. These include absenteeism, aggressiveness, lack of focus, incomplete assignments, no submission of performance tasks, poor time management, lack of motivation, poor time management, tardiness, being playful, making noise in the classroom even if the teacher is around, and learning disabilities. In addressing these issues, teachers employ strategies such as heart-to-heart talk with misbehaving students, constant communication with parents, modeling positive behavior, establishing clear rules and expectations, promptly addressing misbehavior, and promoting positive relationships with students. By implementing proactive measures and maintaining open communication with students and parents, teachers can effectively manage student behavior, promote positive learning outcomes, and cultivate a culture of mutual respect and responsibility within the classroom.

These findings agree with the study by Garcia et al. (2020) that most teacher respondents dealt with students' behavior in the classroom by offering praise, acknowledgment, and detailed comments. It also proved that educators, parents, and students ought to go to a seminar that guides how to enhance the behavior of adolescents. It is the responsibility of teachers to uphold consistency in the rules that are implemented in the classroom. In addition, Rosanes (2020) states that teachers who are confident in their ability to manage classroom behavior and who are well-prepared are more likely to provide pupils with clear expectations and a clear structure of behavior in the classroom.

Furthermore, Bodia (2022) stressed that a successful classroom must have good classroom management. Even seasoned teachers have trouble providing students with the ideal setting. There are several reasons why this occurs. The primary reason is that every student is different and has unique needs. Management issues in the classroom may be the result of human error. In addition, Lilie (2018) noted that teachers used various techniques to mitigate their stress levels and manage their classrooms calmly. Using appropriate classroom management techniques can help students with special needs learn to adapt their behavior through self-regulation and function more effectively with others.

Theme 6: Preference for Positive Reinforcement Over Punishment in Behavior Management

Most teacher participants preferred using positive reinforcement and rewards rather than punishment. Thus, the remarks of the participants are revealed below:

Both reinforcement rewards and punishment can be used as tools to shape behavior in the classroom. However, reinforcement rewards are effective because they reinforce and strengthen the desired behaviors, making them more effective and positively affecting students' behaviors and motivation. T3

Combining positive reinforcement, targeted rewards, and appropriate consequences is often the most effective approach to promoting positive behavior and managing misbehavior in the classroom. T6

The findings indicate teachers' preference for utilizing positive reinforcement and rewards over corrective measures in classroom management. This approach fosters a supportive and nurturing learning environment where students are intrinsically motivated to excel. Teachers can effectively encourage desired behaviors and academic achievements by employing positive reinforcement, such as verbal praise, tangible rewards, or privileges. Emphasizing positive reinforcement contributes to a conducive learning atmosphere where students feel valued, motivated, and empowered to reach their full potential.

These findings align with Mazhar et al. (2022), who emphasized the importance of classroom management practices in creating a positive and inclusive learning environment. Their study suggests that teachers should prioritize establishing a supportive climate that meets the needs of all students and adapt their teaching strategies accordingly. Moreover, Thomas' (2021) study revealed that Positive Behavior Intervention Support (PBIS) in schools improved student behavior by reducing punitive measures like office referrals and suspensions and encouraging students to engage in positive behaviors, such as increased school attendance and a desire to learn. The findings also highlighted the need for teachers to receive adequate training professional development, and follow-up support sessions to implement PBIS effectively. The study demonstrates the effective implementation of PBIS throughout an entire school to reduce disruptive behavior and improve academic performance, thereby supporting social change.

Theme 7: Supportive and Conducive Learning Environment

This theme emphasizes that the schoolwork condition is conducive to learning where learners are physically and emotionally safe, teachers show camaraderie, supportive leadership, adequate resources, and manageable class size. The participants mentioned:

Our school is a child finally school. It is a safe school where teaching and learning are not distracted. It is conducive to learning; Students feel physically and emotionally safe. They see the classroom as a place where they can be themselves and express themselves and their ideas w/o judgment. T2

In terms of Interpersonal relationships, we have a very high level of social interaction. We work with children, parents, and fellow teachers. We communicate face-to-face. We also use phones, email, and social media to address the needs of children. We usually work indoors in classrooms. We still follow protocols to ensure the safety of our learners. T4

The results demonstrate a highly learning-friendly school atmosphere that safeguards children's physical and mental well-being. In this caring environment, teachers experience a strong camaraderie, fostering a collaborative and cooperative atmosphere among educators. This camaraderie enhances student learning outcomes by promoting better communication and teamwork and increasing teacher satisfaction. Supportive leadership strengthens the school's excellent organizational culture, with administrators prioritizing teachers' and students' professional growth and well-being. Adequate resources enhance the educational process by providing teachers with the tools and materials necessary to deliver high-quality instruction. Additionally, small class sizes allow for meaningful interactions and individualized attention for each student, promoting customized learning opportunities.

Overall, these favorable work conditions promote academic success and cultivate a sense of belonging, empowerment, and fulfillment for students and teachers alike. However, these findings disagree with those of Kabia (2022), which focused on the opinions of middle school teachers regarding administrator support, teacher retention, and attrition. Kabia's study found that teachers leave schools due to a lack of administrative support, including emotional support, instructional support, assistance with student behavior, adequate resources, and a positive school climate. On the other hand, teachers indicated that they would stay if they received this support from their administrators. Moreover, Tyler (2022) found that when the administration failed to support teachers or blamed them for violent incidents, educators experienced anxiety, fear, and isolation.

In contrast, the findings of this study align with those of Aquino et al. (2021), which examined the relationship between school heads' leadership practices and teachers' performance in managing educational institutions. Their study revealed that effective leadership practices, such as providing technical assistance, ensuring curriculum implementation, and fostering a supportive environment, significantly enhance teachers' performance and job satisfaction. The study implies that strong leadership support is crucial in creating a positive working environment, which aligns with the current research findings. Teachers' perceptions of leadership support, including technical assistance and professional development, are essential for improving educational outcomes and maintaining high teacher motivation and effectiveness.

Theme 8: Impact of Good Work Conditions on Educational Success

Most respondents indicated that good work conditions are essential for fostering positive learning environments, including clear communication, well-defined rules and procedures, and high expectations. These conditions promote positive learning outcomes and reduce teachers' stress, enabling them to develop effective classroom management practices. Some participants said:

Having good working conditions for Teachers' classroom management practices is very important because it brings additional good performance to learners. T8

Poor work conditions may become a source of stress and make teachers' classroom management less effective. T1

The findings highlight the critical role of favorable work conditions in creating positive learning environments. Clear communication, well-established rules and procedures, and high expectations are essential to such environments, fostering a sense of structure and accountability among students. These conditions promote positive learning outcomes and contribute to student's academic success and personal development. Additionally, conducive work conditions enable educators to focus on developing effective classroom management practices by reducing teachers' stress levels. When teachers feel supported and valued, they are better equipped to create engaging and dynamic learning experiences that cater to the diverse needs of their students. Furthermore, positive work conditions facilitate collaboration among teachers, promoting the sharing of best practices and innovative teaching strategies. Investing in excellent work conditions benefits teachers' well-being and cultivates a thriving educational community where students and educators can flourish.

Mason (2021) supports these findings by pointing out that the working environment includes positive elements like organizational inspiration, supervisory encouragement, and workgroup support, as well as negative elements like teaching impediments and workload pressure. A pleasant workplace also facilitates or enhances comfort while working.

Theme 9: Leadership and Improvement of Work Conditions in School

Most respondents agree that their school head has been instrumental in improving the unfavorable work conditions. By addressing school problems, listening to teachers' feedback, supporting professional development, and recognizing and appreciating teachers' efforts, the school head has fostered a more positive work environment. This has led to increased collaboration and professional learning among teachers, as highlighted in the participants' key statements.

The principal can establish open lines of communication with teachers to understand their concerns and challenges related to working conditions. They can hold regular meetings, create feedback channels, and actively listen to teacher's feedback and suggestions. T3

The findings indicate that the school head has successfully improved previously unfavorable work conditions by actively addressing school issues, valuing teachers' feedback, and supporting their professional development. The school head has fostered a culture of respect and motivation by recognizing and appreciating teachers' efforts. Additionally, promoting collaboration and professional learning among teachers has strengthened their sense of community and shared purpose. These improvements have led to a more positive and productive work environment, reducing teacher stress and increasing job satisfaction. Supportive leadership has empowered teachers to implement effective classroom management practices and innovative teaching strategies, positively impacting student engagement and learning outcomes.

The school head's proactive approach has not only improved the overall school climate but also contributed to the professional growth of the teachers. This holistic improvement underscores the importance of responsive and supportive leadership in education. Positive work conditions benefit teachers and students, creating a thriving educational environment. Ultimately, these changes highlight the critical role of school leadership in fostering a conducive and collaborative learning atmosphere. These findings align with statements emphasizing that administrators play an instrumental role in supporting teachers by providing mentorship and professional development opportunities. Administrators can help teachers improve their instructional skills and classroom

management techniques by offering tailored feedback and guidance. Principals can create an atmosphere where teachers feel supported, empowered, and valued by encouraging professional development, fostering peer collaboration, offering meaningful evaluations, maintaining open-door policies, involving teachers in decision-making, fostering a positive school culture, and providing resources for classroom management. Administrators can assist teachers by supplying the necessary materials, advice, and equipment to run their classrooms efficiently (Better Leaders, Better Schools, 2023).

4.0 Conclusion

Quantitative analysis revealed significant positive correlations between teachers' demographic factors (age, sex, and designation) and work conditions, such as workload, student academic performance, school rules, facilities, and resources. Regression analysis further indicated that workload, student behavior, school policies, facilities, and leadership support significantly influence classroom management. Qualitative findings highlighted the complex relationship between work conditions and teachers' classroom practices. The findings suggest that improving work conditions, such as reducing teacher workload, enhancing school facilities, and providing stronger leadership support, can significantly improve classroom management practices in public elementary schools. This implies that policymakers should address teacher workload by revisiting and revising work policies, formulating supportive school policies that impact classroom management, which empower teachers to manage classrooms effectively, and improving resource allocation, ensuring that school facilities and resources are adequate. In addition, the study implies that educational planners should prioritize school facility upgrades and provide professional development programs for teachers to improve classroom management practices. Also, the findings imply that school heads should consider workload management and teachers' well-being, create good school work conditions that foster a positive learning environment, enhance learning outcomes, contribute to job satisfaction, and reduce teachers' stress and burnout.

5.0 Contribution of Authors

The study conducted by Miguel (2019) provided the researcher with important direction, conceptualization, and insights throughout the research. Hassan's (2023) sequential explanatory design helped the research come up with a comprehensive understanding of the quantitative and qualitative findings, particularly the integration of the data. Through the sequential integration of both data sets, the researcher corroborated and improved the findings and the overall dependability and profundity of the study.

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7.0 Conflict of Interest

The study was conducted for research purposes only. No organization or outside entity's interest was intended to be served. The researcher's only goal was to contribute to the field's scientific knowledge and comprehension.

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