



21st CENTURY ATTRIBUTES AND CLASSROOM MANAGEMENT ON ANCILLARY PRACTICES OF BASIC EDUCATION TEACHERS

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ABSTRACT

DEOCADES, PAT A., Central Mindanao University, Musuan, Bukidnon. April 2025. 21st Century Attributes, Classroom Management on Ancillary Practices of Basic Education Teachers.

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The main objective of the study was to find out the 21st century attributes and, classroom management on ancillary practices of basic education teachers in the Don Carlos I District, Department of Education, Division of Bukidnon for S.Y. 2024-2025. The respondents of the study are the elementary and secondary school teachers in the Department of Education of Don Carlos I District, Division of Bukidnon. A total of 252 teachers as the respondents in the study. The first instrument of the study on the 21st century attributes of teachers was adapted from Asio and Riego de Dios (2018). The second instrument on the teacher's classroom management was adapted from Legaspia and Brobob (2023) and the teachers' ancillary practices instrument was adapted from Goa and Valle (2023). The research instrument found valid and reliable with Cronbach's Alpha coefficient of 0.794, .783, and .809, respectively. This means that the instruments are highly reliable. Mean, frequency counts, percentage, Pearson Product Moment Correlation, and Multiple Linear Regressions were employed in the analysis of data. The test of significance was set at 0.01 and 0.05 levels.

The 21st-century attributes of teachers, categorized by professional attributes and personal attributes received high ratings interpreted as highly manifested. The descriptive rating and qualitative interpretation, indicating a consistently strong manifestation across both domains. The Time Management Practices of teachers recorded the highest mean with a qualitative interpretation of highly competent. This implies that teachers are consistently effective in allocating instructional time, transitioning between activities, and minimizing time-wasting behaviors. This confirms a strong and consistent application of effective classroom management strategies across all domains. The teachers' involvement in ancillary practices—specifically extracurricular and co-curricular activities indicate a descriptive rating of often with the interpretation of highly practiced. This shows that teachers are highly engaged in both types of ancillary practices, consistently participating in activities outside of regular classroom teaching. There is a strong level of teacher involvement in both extracurricular and co-curricular activities.

Significant correlations were identified between teachers' ancillary practices and their 21st century attributes, including professional and personal qualities essential for modern education. The regression analysis indicated that time management practices, classroom routine practices, and personal attributes were significant predictors of teachers' engagement in ancillary functions, collectively accounting for the variance in ancillary practices.

Key words: 21st Century, Attributes, Classroom Management, Ancillary Practices

INTRODUCTION

Background of the Study

The Department of Education (DepEd) in the Philippines is at the forefront of shaping the educational landscape, catering to the academic and professional development of learners. However, despite its many initiatives and reforms, challenges persist within the educational system, particularly concerning the 21st century attributes, classroom management, and ancillary practices of basic education teachers. These challenges not only affect the teachers' personal and professional growth but also influence the quality of education that learners receive.

There is a lack of comprehensive professional development opportunities that focus on cultivating 21st-century attributes. Many teachers are feeling isolated and unsupported in their efforts to implement new strategies and technologies in the classroom. This gap in ongoing professional support can lead to stagnation in teaching practices, further hindering students' learning experiences. Moreover, the importance of these attributes is widely recognized, there is often a lack of concrete assessment frameworks to measure their impact on teaching effectiveness and student outcomes. This gap complicates efforts to validate the significance of 21st-century skills and attributes in teacher performance and student learning.

Ancillary practices such as lesson planning, assessment, and learners' engagement strategies also play a pivotal role in the teachers' overall effectiveness. These practices, when executed poorly, can exacerbate the challenges in academic self-concept and classroom management. Many teachers face difficulties in balancing these additional duties while ensuring that learners receive quality education.

A review by Cruz and Reyes (2023) identified collaboration as a critical 21st-century skill that influences student learning outcomes. The authors found that teachers who engage in collaborative practices with colleagues and parents are more effective in creating supportive learning environments. Their study also emphasized the need for schools to foster a culture of collaboration to enhance teachers' communication skills and professional growth. Lim and Cagampang (2023), continuous professional development is crucial for teachers to keep pace with educational innovations. Their research highlighted that teachers who participate in ongoing training are more likely to implement effective teaching strategies and adapt to new pedagogical approaches. The authors recommend creating robust professional development frameworks that align with the 21st-century skills framework.

Wherein, Montañez (2024) explored the experiences of elementary teachers handling multiple ancillary functions. The research identified key themes such as time management issues, health risks, and impacts on personal life. Teachers employed coping mechanisms like proper time management, dealing with academic challenges, and multitasking to manage these responsibilities. The study underscores the need for support systems to help teachers balance their teaching duties with ancillary roles.

Thus, Valle (2023) explored how elementary school teachers' involvement in ancillary functions—such as subject coordination, grade-level leadership, and extracurricular activities—affects their self-efficacy and resilience. The research found that despite the additional responsibilities, teachers maintained a high level of self-efficacy, enabling them to perform effectively in both teaching and non-teaching roles. This suggests that engaging in multiple roles can enhance teachers' confidence in their abilities.

Surrounding these issues presents an urgent need for systematic interventions that address the root causes of these challenges. Factors such as inadequate professional development, insufficient teaching resources, and lack of support from school administration contribute to the ongoing struggle in developing positive academic self-concept, effective classroom management strategies, and sound ancillary practices. Therefore, understanding the interplay between these elements is crucial in identifying solutions that can improve the working conditions of teachers, enhance their teaching practices, and ultimately uplift the quality of education provided to learners in the Philippines.

Statement of the Problem

This study aimed to find out the 21st century attributes and , classroom management on ancillary practices of basic education teachers in the Don Carlos I District, Department of Education, Division of Bukidnon for S.Y. 2024-2025.

Specifically, it sought to answer these questions:

1. What is the level of the 21st century attributes of teachers in terms of:
 - a. professional attributes of a teacher; and
 - b. personal attributes of a teacher?
2. What is the level of the teachers' classroom management in terms of:
 - a. time management;
 - b. classroom discipline;
 - c. physical environment in the classroom; and
 - d. classroom routine?
3. What is the level of the teachers' ancillary practices in terms of:
 - a. extracurricular ancillary; and
 - b. co-curricular ancillary?
4. Is there a significant relationship between teachers' ancillary practices and
 - a. 21st century attributes of teachers; and
 - b. teachers' classroom management?
5. Which of the variables, singly or in combination, best predict the ancillary practices of the teachers?

Objectives of the Study

This study aimed to find out the 21st century attributes and, classroom management on ancillary practices of basic education teachers in the Don Carlos I District, Department of Education, Division of Bukidnon for S.Y. 2024-2025.

Specifically, it sought to:

1. examine the level of the 21st century attributes of teachers in terms of:
 - a. professional attributes of a teacher; and
 - b. personal attributes of a teacher;
2. assess the level of the teachers' classroom management in terms of:
 - a. time management;
 - b. classroom discipline;
 - c. physical environment in the classroom; and
 - d. classroom routine;
3. determine the level of the teachers' ancillary practices in terms of:
 - a. extracurricular ancillary; and
 - b. co-curricular ancillary;
4. correlate the teachers' ancillary practices with:
 - a. 21st century attributes of teachers; and

- b. teachers' classroom management;
- 5. identify the variables, singly or in combination, which best predict the ancillary practices of the teachers.

Significance of the Study

Determining the 21st century attributes, classroom management on ancillary practices of basic education teachers. The findings of this specifically benefit the following individuals and sectors:

The Department of Education with a deeper understanding of the factors that affect teachers' effectiveness and job satisfaction. By addressing issues related to teachers' academic self-concept, classroom management, and ancillary tasks, DepEd can design and implement more targeted professional development programs, policy changes, and support mechanisms to improve teacher performance. These insights can contribute to shaping future educational policies and reforms, helping to create an environment that supports both teachers and students in achieving educational success.

School administrators can benefit from this study by gaining a clearer understanding of the challenges teachers face regarding their academic self-concept and classroom management. By addressing these challenges, administrators can better support teachers through mentorship, resources, and training. The study's findings could also guide school administrators in allocating resources more effectively and streamlining ancillary duties, thus reducing teacher stress, and improving overall school management. Furthermore, it can assist in developing strategies that foster a collaborative school culture, which is crucial for improving learners' outcomes.

Teachers themselves stand to gain significantly from this study, as it identifies key factors that impact their teaching performance and well-being. By gaining insight into how academic self-concept and classroom management practices affect their overall teaching experience, teachers can become more proactive in enhancing their professional skills. The study's findings can serve as a guide for teachers to better understand their own strengths and areas for improvement, leading to increased self-awareness, professional growth, and job satisfaction. Moreover, the study could provide teachers with practical recommendations for improving classroom management and balancing ancillary tasks with core teaching duties, thus enhancing their overall effectiveness in the classroom.

Ultimately, the beneficiaries of improved teaching practices are the learners themselves. When teachers have a positive academic self-concept, manage their classrooms effectively, and are able to focus on their core duties without being overwhelmed by ancillary tasks, the quality of education delivered to learners is likely to improve. Learners will benefit from a more engaging, organized, and supportive learning environment, which will foster better academic outcomes, emotional well-being, and personal development. Teachers' increased job satisfaction, stemming from better self-concept and effective management strategies, will likely lead to more motivated, enthusiastic, and committed teaching, which directly benefits learners learning.

This study also holds significance for future researchers in the field of education.

The findings served as a foundation for further research on academic self-concept, classroom management, and ancillary practices in the context of Philippine education. It offers a starting point for deeper investigations into how these factors affect teacher performance and learners outcomes, and how they can be addressed through policy and practice. Additionally, this study contributes to the growing body of literature on teacher well-being, professional development, and classroom dynamics, providing a reference for scholars pursuing similar topics or looking to extend the research in other educational contexts.

Scope and Delimitation of the Study

This study focuses on examining the relationship between 21st-century teaching attributes, classroom management, and their influence on the ancillary practices of basic education teachers. The primary scope includes exploring how these attributes and strategies are integrated into daily teaching roles and how they impact non-instructional responsibilities within the school setting.

The research was conducted within the Department of Education – Don Carlos I District, and the respondents consisted of elementary and secondary school teachers within this district during the academic year 2024–2025. Data collections were limited to this specific group, and the findings reflected only their experiences, perceptions, and practices.

The delimitation of the study lies in its geographic and demographic boundaries. It does not cover teachers outside the Don Carlos I District or those teaching in secondary or private institutions. Furthermore, the study was confined to the self-reported responses of the participating teachers, which may be influenced by individual biases or perceptions. Variables such as student outcomes, parental involvement, or administrative policies were not be directly examined, though they may indirectly influence the findings.

Definition of Terms

The following terms were defined operationally to ensure easy understanding of the study.

21st century attributes of teachers pertain to the essential skills, qualities, and mindsets that teachers need to effectively teach and inspire students in today's modern, fast-changing world. These attributes go beyond traditional teaching and emphasize adaptability, technology integration, and a learner-centered approach.

Ancillary practices pertain to the refer to the supplementary strategies, services, and activities that support and enhance the core teaching and learning process. While they are not part of direct instruction, they are creating a well-rounded, effective, and inclusive educational environment. These practices include a wide range of support mechanisms such as classroom management techniques, the integration of technology, student wellness services, differentiated instruction, and consistent assessment and feedback systems.

Classroom Discipline pertain to the strategies, techniques, and approaches that teachers use to manage learner behavior and maintain a positive and productive learning environment. These practices are designed to encourage appropriate behavior, prevent disruptive actions, and ensure that all learners can focus on learning.

Classroom management pertain to the strategies, techniques, and practices that teachers use to create an organized, respectful, and productive learning environment. It involves more than just maintaining discipline—it's about establishing clear expectations, routines, and relationships that support student learning and well-being. Effective classroom management helps minimize disruptions, maximizes instructional time, and positive atmosphere where all learners feel safe, motivated, and engaged.

Classroom routine pertain to the established, consistent procedures and activities that are regularly followed in a classroom setting to create structure, promote efficiency, and facilitate smooth learning experiences. These routines help learners understand what is expected of them, reduce uncertainty, and allow teachers to focus on teaching rather than managing chaos.

Co-curricular ancillary pertain to the additional roles and responsibilities that teachers undertake outside of their primary teaching duties, which are related to the broader educational experience of students. These functions support the overall development of learners and contribute to the school community, but they are not directly linked to classroom instruction.

Extracurricular ancillary pertain to the roles and responsibilities that teachers take on outside of the classroom, which are focused on activities that go beyond the regular academic curriculum. These functions support learners' development in areas such as sports, arts, music, cultural events, clubs, and other non-academic interests.

Physical environment in the classroom pertain to the management and arrangement of the classroom's physical space to create a conducive learning environment. These practices involve making thoughtful decisions about the layout, organization, and decoration of the classroom, as well as ensuring that the physical surroundings support student engagement, comfort, and learning.

Professional attributes of a teacher pertain to the essential qualities and characteristics that contribute to effective teaching and a positive learning environment. These attributes not only enhance a teacher's effectiveness but also foster trust and respect among learners, colleagues, and the broader community.

Personal attributes of a teacher pertain to the individual qualities and characteristics that enhance a teacher's effectiveness and positively influence the learning environment. These attributes contribute to building strong relationships with students and colleagues and fostering an engaging and supportive classroom atmosphere.

Teachers' ancillaries pertain to the additional responsibilities and tasks that teachers undertake outside their primary role of classroom instruction. These practices support the overall functioning of the school, contribute to the broader development of learners, and help create a positive learning environment.

Time management pertain to the strategies, techniques, and habits that individuals use to plan, organize, and allocate their time effectively to accomplish tasks and meet goals. In the context of teaching, time management practices involve how teachers structure their classroom time, plan lessons, balance various tasks, and ensure that they make the most efficient use of their time to enhance teaching and learning outcomes.

THEORETICAL FRAMEWORK

This chapter contains the review of related literature and studies, conceptual framework, conceptual paradigm and the hypothesis of the study. It elaborates the variables to be studied such as among 21st century attributes, classroom management on ancillary practices of basic education teachers. These variables will be discussed in detail with reference to relevant literature.

Review of Related Literature and Studies

21st Century Attributes of Teachers

Such scenarios undeniably require teachers to play an imperative role in society. "To establish, maintain and support a complete, adequate, and integrated system of education relevant to the needs of the people and society" (1987 Philippine Constitution Article XIV Sec. 2 Paragraph 1) is one of the goals of the government. Having learners of varying and growing needs and interests in this changing world, teachers must keep up with what is both relevant to the time and to the need of the time. Specifically, learners in the 21st century are raised in an environment that encourages the prominence of fast-paced digitals where all things are just a click away (Boholano, 2021). Educational reforms, likewise, aim for students' success and, thus, require teaching to focus on them and make the teachers' performance vital toward students' educational achievement (Roberto & Madrigal, 2021).

Teacher-preparation programs provide future educators with the tools, mechanism and hands-on experiences necessary for the foundation of their beginning career and which stress the need to master content and necessitate the acquisition of pedagogy for an effective and efficient instruction delivery. Preservice teaching provides a training ground where basic skill requirements crucial in facilitating student learning are developed. Teaching as a multifaceted and demanding profession requires a high-quality teacher development training program for a high-quality teaching force, especially today when 21st century teaching emphasizes standards of teaching practice. As the teaching profession is put on a pedestal that merely examines the quality of products of Teacher Education Institutions (TEIs), pre-service teachers must be totally prepared to respond to the standards set against the competence framework and face the challenge of 21st century learning. However, this can only be possible if young professional teachers have fully acquired the content, pedagogical and technological knowledge and completely attained the necessary skills for entry level during their pre-service teaching. Hence, the attributes and skills of highly effective teachers must be the aim in order to produce a shared direction for effective practice of the profession (Organization for Economic Cooperation and Development (OECD), 2023).

"Quality learning is contingent upon quality teaching" (Department of Education (DepEd) Order No. 42, 2017). This is shown by teachers' functions such as curriculum and learning management as well as personal growth, which affects students' academic achievements. Students' academic achievement is significantly and positively affected by curriculum and learning management. Teachers with higher level of curriculum and knowledge management seem to be able to improve student academic achievement. On another note, student achievement is negatively but significantly affected by a teacher's personal growth. Aside from the major roles and duties played by teachers, such as supplying instructional management, they also function to carry out

other tasks, like attending training, seminars or workshops for personal and professional development. This, however, indirectly, affects the instructional duties in schools (Prasertcharoensuka, Somprachb & Ngang, 2020).

In this light, it is safe to mention that evaluating teacher quality is significant to withstand the transformations brought about by different national and global frameworks such as the K to 12 Reform and the ASEAN integration, globalization, and the evolving character of the 21st century learners. This also imposes assessment of teachers' relevant skills and competency based on the current teacher standards (DO No. 42, 2017). Likewise, as education advances with the help of technology, paradigm shifts to educational trends occur. Teachers today have become facilitators of learning who focus on developing learners of higher order thinking skills, effective communication, collaboration, and relevant skills needed in the 21st century, and who also must exhibit these relevant skills themselves. Teachers also develop new teaching strategies that are radically different and which intensify students' engagement to learning and provide instruction through varied technological methods and pedagogical approaches, proving the act as the most vital factor in learners' development.

The concept of skill has merely focused on technical and professional dimensions such as manipulation skills and the knowledge associated with the techniques of the work process, enhanced via training and experience. For some, skills are a combination of the knowledge, abilities and experience they have obtained both before entering the profession and during their employment. Some tend to define skill as a simple view of the necessities of a job after due analysis and evaluation; and which are normally recognized and rewarded. Skills relate to the use of knowledge and engage in a feedback loop with knowledge (Bialik & Fadel, 2021). Twenty-first century skills comprise a wide range of knowledge, abilities, work habits, and character traits that are believed – by teachers, school reformers, college educators, employers, and others – to be profoundly important to succeed in today's world, particularly in college programs and contemporary careers and workplaces. However, members of the workforce believe that a significant gap exists between what the organization can actually produce and the skills needed for its attainment. It is becoming increasingly clear that, to prepare students to flourish in the world, knowledge is not enough. Employers are speaking out about their newly-hired graduates and their lack of skills in the workplace (Bialik & Fadel, 2022).

Competency, on the other hand, is defined as “the set of knowledge, skills, and experience necessary for future, which manifests in activities;” it is the “knowledge, skills, attitudes, values, motivations and beliefs people need in order to be successful in a job” (Selvi, 2019). Different phenomena affect the competencies of teachers: other sciences and system of society affect educational systems and teachers' competencies. Scientific results of educational sciences, psychology, economy, technology, sociology can serve as bases for the educational system. Developing teacher competencies is based on the changes in other systems and is not only associated with personal growth but also professional development. Also, internationalization of curriculum ideas requires teachers to ensure changes by embracing innovative ideas through acquiring more competencies, which are incredibly important in both curriculum implementation and training people. Hence, teachers who are responsible in training of individuals need to be well-equipped to fulfill this responsibility (Bansal & Tanwar, 2021).

Professional Attributes of a Teacher

Effective teaching is the prime duty of a professional teacher. Changes in the teaching profession are without end due to the nature of the profession, which is ever-changing timelessly. The teacher is the most significant agent in the teaching-learning process. Teachers could either make or unmake the future of students. Professional development can be enhanced through faculty development activities such as instructional planning, instructional delivery, knowledge of the subject matter, rapport with the students and classroom management. There is a rise in teaching strategies in the twenty-first century through teamwork and innovation (Nairz-Wirth & Feldmann, 2019).

Improving teacher quality has become a vital thing to student fulfillment; teacher professionalism gained more prominence. Nowadays, instructors' continuous professional development is broadly visible as crucial for enhancing teachers' overall performance and effectiveness and enhancing dedication to their work. Teachers must always adapt to the current educational system changes to meet the students' needs and demands for the global market. With the No Filipino Child Left Behind Act of 2010, all citizens have the right to quality instruction, and that the State shall take appropriate steps to make that education accessible. Recent reforms focus on curriculum standardization, which results in teachers become accountable for

students' performance. For developing countries like the Philippines, producing highly skilled and globally competitive graduates is a great challenge for all educators. The effectiveness of instruction is dependent on the caliber of teachers (Nairz-Wirth & Feldmann, 2019).

In the book of Stronge (2018) some researchers define teacher effectiveness as to student achievement. As a teachers' influence is far-reaching, it is challenging to determine what outcomes might demonstrate the effectiveness and how to measure results. Furthermore, many external variables affect each potential measure of effectiveness outside teachers' control. In totality, we can agree that effective teachers make an extraordinary and lasting impact on students' lives. Teaching is a complex process that includes both an art and a science. Moreover (Cayirdag, 2019) emphasized that the art of teaching is based on teachers' flexibility, creativity, and ability to go with their gut at the moment. The science of education is the teachers' ability to structure and design a purposeful classroom experience and engage in curriculum design and needs. Pedagogical knowledge and content knowledge are at the backbone of the teaching-learning process. Preparing students as lifelong learners have something to do with a deeper understanding of how pedagogy affects learning (Paniagua & Istance, 2018).

It is therefore imperative for every teacher to possess these teaching competencies that can be developed through professional activities such as the instructional planning skills (lesson planning skills), instructional skills (lesson delivery), knowledge of the subject area (mastery of the subject matter), rapport with the students (teacher-student relationship), and classroom management skills. Experienced teachers possess professional and personal attributes that can motivate students to improve their school's academic performance. According to Ajayi, Onibaju, and Olutayo (2020), good teachers who possess a mastery of content, suitable pedagogical qualification, and a positive attitude towards teaching play a significant role in students' educational attainment.

Furthermore, some research shows that professional development activities involve teachers' deep reflection of clarifying the teacher's values, mission, and beliefs (Okafor & Ezeoba, 2019). School reform is a complex process because it involves encouraging teachers to share a set of practices and beliefs, concepts, resources, and support (AKDEMİR, 2019; Kruse, Rakha, & Calderone, 2018).

The Code of Ethics for Professional Teachers encourages all school officials, including teachers, to attend to their personal and professional growth. A strengthening teacher's competence through professional developments is strongly emphasized in the Philippine Constitution. In particular, the study's locale is currently uplifting the level of accreditations in all programs, including elementary and secondary curricula. Accredited programs assure quality instruction, which is at par with globally competitive schools. Faculty development program plays a critical role in meeting the demands of every individual. With this, the researchers were determined to study the quality of instruction by assessing teachers' teaching competencies and professional development activities. Quality professional development is a life-long endeavor (Nasreen & Odhiambo, 2018).

An appropriately planned lesson will give an efficient way of improving students' understanding (Kapici & Akcay, 2020). According to Callahan (2019), lesson planning is a useful strategy in leveling up a teacher's capability and shows positive student accomplishment in terms of theoretical knowledge and problem-solving skills. Furthermore Pang (2019) study emphasizes the following areas; lesson details and framework, the methodology of teaching, and the learning materials and resources. Another competency is the instructional skills of the teacher. Instructional skills are defined as the pedagogical knowledge of teachers. Pedagogical knowledge refers to instructors' specific understanding of making teaching-learning effective in a favorable environment. Teacher skills play a critical role in improving the students' academic achievement (Department of Educational Management and Foundations, 2019).

The instructional skills of teachers were evaluated using the following limitations such as; a) student motivation; b) communication skills; c) enthusiasm in teaching; d) presentation of the lesson; e) questioning skills; f) use of varied teaching strategies; g) giving of feedbacks; h) values integration; i) use of appropriate methods in summarizing, and j) the use of assessment tools. Teachers must let their students think logically to analyze the lesson and understand it better (Singha, Singhb, Ja'afar, Tekd, Kaure, Mostafaf and Md, 2020). Giving positive comments to learners would inspire and boost learners to put more effort into diligently doing the assigned task (Mujtaba, Parkash, & Nawaz, 2020). The appropriate assessment would help students' performance and encourage collaborative works among the learners by Menéndez, Napa, Moreira, and Zambrano (2019).

Teachers' instructional skills are perceived as 'mastery' and 'strongly evident'. Teachers are competent in delivering the lessons to communicate effectively to the students both in English and Filipino. Results also revealed that using different teaching methods, strategies, and learning experiences to cater to learners' diverse needs showed mastery level. The study of Gore, Lloyd, Smith, Bowe, Ellis and Lubans, (2019) has stressed the importance of teachers' quality in teaching, as reflected in students' academic performance. This finding is consistent with another empirical study that disclosed that the significance of teachers' support would develop life skills development for students' psychological well-being. Thus, the result is not surprising (Cronin, Allen, Mulvenna, & Russell, 2018). Another professional attribute of the teacher is his/her preparation standards that will strongly link to students' learning standards (Raza & Zainab, 2019).

Active participation in professional development enhances teachers' knowledge, skills, values, and attitudes and the latest innovations in the field (Zhao, Yang, Long, & Zhao, 2019). According to Darling-Hammond and Cook-Harvey (2018) teachers' training and seminars can improve teachers' effectiveness in their teaching profession and self-worth. Teachers' professional development aims to improve teaching strategies and attitudes towards classroom practices that would affect the quality of instruction the learners will receive (Ajani, 2019).

Osamwonyi (2019) idea that in addition to further studies, attending training and seminars is essential for professional growth and development. Theoretically and based on previous research studies, factors affecting teachers' performance include organizational culture and trust (Fitria, 2018). Through seminars and training, teachers' professional development would impact professionals' choices towards their academic efficiency, motivation, and self-satisfaction (Steinert, O'Sullivan, & Irby, 2019). As shown in the study of Fonsén and UkkonenMikkola (2019) it recognized a relationship between additional training and professional development towards academic leadership.

Personal Attributes of a teacher

Teachers whose primary objective is to educate, teach, and guide their students towards their life objectives and ideals. They must fulfill their teaching responsibilities while setting a positive example for their students. Cultivating a good personality is essential for teachers, as teaching is considered a noble and commendable job. A teacher's personality becomes an asset in carrying out their duties and responsibilities effectively. They become more effective teachers when they embody qualities such as patience, empathy, and integrity. By demonstrating these traits, teachers not only impart knowledge but also serve as role models for their students, influencing them positively both academically and personally (Macalisang, 2023).

Moreover, teachers with outstanding personalities are able to foster positive and harmonious relationships with their colleagues and community stakeholders. They recognize their role as individuals and social beings, and they show respect for others. The development of interpersonal relations among teachers within the school is also crucial. These relationships are typically characterized as collegial, distinguishing them from collaborative practices. Teachers understand the importance of fostering a friendly and ideal climate for interpersonal relationships, as it contributes to the school's cultural identity and social learning environment. The school unit functions as a social system with its own set of values and laws, where members, including principals, teachers, and students, interact with one another (Macalisang & Bonghawan, 2024).

Additionally, teachers are expected to maintain a professional demeanor at all times. Sustaining high morale is essential for teachers to be effective teachers. Morale is a mental state that leads individuals and groups to willingly prioritize the organization's objectives over personal goals, within reason. Signs of high morale include employee enthusiasm, voluntary compliance with rules and orders, and the ability to work collaboratively towards the organization's goals. High morale promotes cohesiveness, cooperation, and group effectiveness. Teachers in the field of education must be able to distinguish between personal and professional issues, ensuring that personal problems do not interfere with their focus on teaching. They should be able to resolve their own problems and avoid confusion regarding school matters, to ensure that students are not negatively affected by their personal issues. As key influencers in the learning process, teachers should consistently set an example and guide students towards developing strong personalities and becoming better individuals (Ma & Marion, 2019).

Teachers are central to education. Without teachers, the learning process will come to a complete standstill (Em, 2021). This means teachers play a vital role in the learning and teaching process. Teachers are also responsible not only for imparting

knowledge but also for shaping the habits and qualities of their students. Teachers will attain educational goals by following the school curriculum using their flexible abilities (Hoeun & Em, 2021). In order to properly carry out their responsibilities, teachers must possess various traits and responsibilities.

This article aims to define qualified teachers in the 21st century. It starts by discussing various qualities of 21st-century teachers before elaborating on personal characteristics of teachers in the 21st century. The article then discusses the roles and responsibilities as well as skills needed to be qualified 21st-century teachers. It concludes that different qualities, characteristics, and responsibilities are required to be qualified teachers in the 21st century (Hoeun & Em, 2021).

There are many qualities to become qualified teachers in the 21st century. First, qualified teachers should have expertise in the subject matter. This is a basic, widely accepted requirement for schoolteachers. Teachers in elementary schools, for example, should have at least a high school diploma Bridgeland, Dilulio and Balfanz (2019) while public-school teachers should satisfy the teaching requirements (Broderick (2021). Some argue that teachers at upper-secondary schools should have a master's degree, and they should have significantly broad knowledge in addition to their specialization expertise (Eilers, 2021).

Ongoing professional development is what qualified teachers in the 21st century need. That is, they must keep themselves up to date with new educational concepts and knowledge. They should also continue to contribute to their professional development by attending short-term courses, workshops, seminars, and educational conferences while in service. A sense of commitment to the teaching profession is also required to be qualified teachers. Moreover, they should be passionate about and devoted to it (Ingvarson & Rowley, 2019).

Qualified teachers need to have knowledge of technology. This entails an understanding of how to operate technological devices, particularly those connected to the internet, which are essential in the 21st century. Teachers need to utilize computers to produce a plethora of valuable materials for use in the classroom, and in the 21st-century context, they must understand how to use different technological software and programs. Moreover, in the context of the which all physical classes have been replaced by online learning, teachers are required to have knowledge of technology, particularly knowledge about how to use Zoom, Google Meet and other digital platforms needed for online learning (Heng & Sol, 2020).

Teachers need to have adequate knowledge of pedagogy. To achieve this, certified teachers must be properly trained at pedagogical schools before being permitted to take on the task of teaching. Those who have been educated in any teacher training/education institution will have a better comprehension of teaching methods and will do better than those who have not (Azam, Omar Fauzee & Daud, 2019).). Additionally, they need to have knowledge of professional traits and professional ethics which are often provided through pedagogical training.

Another trait for qualified teachers in the 21st century is a lifelong learning mindset (Polydorou, Karanikola & Panagiotopoulos, 2021). To become better educators, teachers need to learn for the rest of their lives. This means that they can learn from different sources, and they should also engage in research since it is very critical for them to be more competent and well-informed. Involvement in research is vital (Borg, 2019) as it helps them develop their problem-solving and critical thinking skills which are required in the 21st century.

Classroom Management

Dela Cruz (2023) emphasized that classroom management practices are directly related to teacher performance. Teachers who utilize clear rules, consistent routines, and effective discipline strategies tend to have better performance ratings from students

and school administrators. According to the study, teachers' ability to manage behavior positively impacts learning outcomes and classroom atmosphere, contributing to enhanced performance.

Dela Cruz (2023) research focusing on classroom management practices based on the Philippine Professional Standards for Teachers (PPST) in the district of Jomalig during the 2019-2020 school year revealed that teachers consistently practiced classroom management aligned with the PPST, particularly in terms of learning environment, promotion of purposive learning, and diversity of learners. This adherence to established standards contributes to effective classroom management and teaching performance.

Classroom management in the Philippines is heavily influenced by cultural norms, particularly the value placed on respect and authority. Studies show that Filipino teachers often adopt a mix of authoritative and democratic management styles, balancing discipline with understanding (López, 2018). This cultural backdrop fosters an environment where cooperative learning and communal values, such as *Bayanihan*, play a significant role (Cruz, 2020).

Research highlights that teachers in the Philippines frequently utilize culturally relevant strategies to engage students. Techniques such as storytelling, group activities, and local context integration enhance motivation and participation (Gonzales, 2019). This approach not only makes learning more relatable but also encourages active involvement among students.

Positive reinforcement is a prevalent strategy among educators for managing classroom behavior. Alonzo (2021) emphasizes that methods such as praise and rewards, along with clear communication of expectations, contribute to improved student behavior and a more positive classroom atmosphere. However, punitive measures are still observed, reflecting traditional disciplinary approaches (Santos, 2023).

The need for ongoing professional development is critical for enhancing classroom management practices. De Vera (2022) notes that training programs focusing on innovative strategies and conflict resolution significantly improve teachers' management skills. Furthermore, mentorship and collaborative learning among educators are increasingly recognized as effective means of professional growth.

Teachers encounter several challenges, including large class sizes, limited resources, and diverse student needs. These factors complicate effective classroom management (Santos, 2023). Additionally, the shift to online and blended learning exposed gaps in traditional management practices, prompting educators to develop new strategies to maintain student engagement (Martinez, 2022).

Time Management

A convergent mixed-methods study by Obenza-Tanudtanud and Obenza (2023) evaluated teacher-student interactions and student learning engagement in the context of the educational setting. The study found that both teacher-student interaction and student learning engagement were low, with mean scores of 2.04 and 2.13, respectively. Notably, teacher-student interaction was found to predict student learning engagement by 21.20% and displayed a moderate positive correlation ($R = .542$, $R\text{-squared} = .294$, $p < .05$). This suggests that enhancing teacher-student interactions can significantly improve student engagement in learning.

Another study by Cebelleros and Buenaventura (2023) investigated the role of learning environment and teacher communication behavior as determinants of student engagement among junior high school students in Davao del Sur. The study found that both the learning environment and teacher communication behaviors were significant factors influencing student engagement. This highlights the importance of creating a supportive learning environment and effective communication strategies to maintain active student engagement throughout lessons.

Additionally, a study by Cleofas (2021) examined self-care practices and student engagement in the Philippines. The research indicated that teachers' self-care practices positively influenced student engagement in online learning environments. This underscores the role of teacher well-being in sustaining active engagement with students, even in virtual settings.

The teaching profession is highly inspiring, intellectually demanding and emotionally rewarding. Like other professions, teaching must subject itself to organized and objective planning, preparation, and execution of the lessons in order to direct the learners towards the different learning episodes. It commits itself to an unbiased analysis, problem-solving and modification of the outcomes of learning. It is in this concept of teaching that a teacher is committed to enduring teaching responsibilities along with

more time filling out paperwork, grading schoolwork, dealing with administrators, and attending meetings against all odds (Ansis, 2018).

Due to these numerous tasks many teachers file for long-term sick leave adding to pressure on the profession which is already struggling with recruitment and retention. In fact, according to Ansis (2018), based on the CNN-Philippines, one of the stressful jobs in the country is teaching. A large share of the 23 percent said they experience stress because of their bosses or supervisors. One male reader answered poor management at work, while others blamed it on job demands such as deadlines and being behind schedule and some attributed it to their co-workers.

Although the career path seems to have too much work for the number of hours in a day, it is possible to manage the situation and clear extra time in the classroom and outside of class. With effective time management practices, teachers can increase their productivity and provide a better education for their students (Ansis, 2018).

Felton and Sims (2019) said that time management is the process of planning and exercising conscious control of time spent on specific activities, especially to increase effectiveness, efficiency, or productivity. Further, Cottrell (2019) defines time management as a juggling act of various demands of study, social life, employment, family, and personal interest and commitments with the finiteness of time. Using time effectively gives the person a "choice" on spending/ managing activities at their own time and expediency.

According to Bilbao (2019), scheduling, goal setting, prioritizing tasks, managing paperwork, and managing interruptions may be executed by the teachers to meet the demands of their job. These save their time without compromising the quality of teaching and service. Further, Forsyth (2020) suggested that keeping work-life balance is one of necessities to manage the limited resources and available time efficiently and effectively.

Effective time management increases an individual's confidence and makes him self-assured. Fleming (2019) said that individuals who can accomplish tasks within the stipulated time frame can make their life improved and balance not only in their organization as well as amongst their peers and family. Consequently, a teacher who can manage his time well implies a well-managed classroom. Hence, he can provide an environment in which teaching and learning can flourish smoothly, resulting to positive academic achievement of the students. Moreover, the teacher can keep up with the educational needs of every student, manage urgent situations immediately and avoid falling behind when unexpected situations arise.

A study by Comighud and Dela Cruz (2021) explored how instructional approaches can mitigate classroom management challenges by actively engaging students in lessons tailored to their interests, needs, and abilities. The research emphasized that when students are motivated and involved, they are more likely to manage their own behavior, leading to a more orderly classroom environment.

Research by Calderon (2021) highlighted the significance of teacher-student relationships in effective classroom management. The study found that teachers who establish positive relationships with their students are more successful in managing classroom behavior, as these relationships foster mutual respect and understanding.

The creation and use of instructional materials are vital in classroom management. A study by Comighud and Dela Cruz (2021) indicated that teachers who develop their own instructional materials can better address the diverse learning needs of their students, thereby enhancing classroom management and student engagement.

Effective assessment practices are integral to classroom management. Research by Comighud and Dela Cruz (2021) found that teachers who employ varied assessment methods can more accurately gauge student understanding and adjust their teaching strategies, accordingly, leading to improved classroom dynamics.

A study by Comighud and Dela Cruz (2021) examined the disciplinary interventions employed by teachers and their impact on classroom management. The research highlighted that clear rules and consistent enforcement are essential for maintaining order, and that teachers' practices in this area significantly influence student behavior and classroom atmosphere.

Research by Comighud and Dela Cruz (2021) explored the relationship between classroom management practices and students' academic performance. The study found that effective classroom management positively correlates with higher academic achievement, as it creates an environment where students can focus on learning without unnecessary disruptions.

Classroom Discipline

Classroom discipline is a specific area of classroom management that focuses on preventing or solving misbehavior so that teaching and learning remain uninterrupted (Lewis, 2019). This specific area has been defined as not only important, but essential in maintaining a classroom environment. This means that classroom discipline is a skill that all teachers must have (Tarman, 2019). Two theories of classroom discipline include cooperative discipline and assertive discipline. There are similarities and differences between the two theories in terms of premises, practices, advantages, and disadvantages. However, one theory can be better utilized in a middle-school classroom with early teenagers, which is the cooperative discipline theory.

Cooperative discipline was suggested by Linda Albert and Rudolf Dreikurs (2020). The theory demands the use of collaborative effort between teachers and students in order to maintain a positive classroom environment through good behavior (Opuni, 2020). The premise of this theory is that misbehavior occurs due to one of four reasons: attention, power, revenge, or avoidance of failure. Other premises include students have a choice in how they behave and students have a need to feel belonged in the classroom (Charles, 2018).

Assertive discipline was created by Lee Canter. Like cooperative discipline, assertive discipline requires full cooperation from the students. However, the premise of assertive discipline is that teachers are in absolute control of the classroom (Drew, 2020). In addition, teachers have a right to teach and students have a right to learn, and nobody has the right to disrupt teaching and learning (Sandidge, 2019).

The practice of cooperative discipline starts with the idea of the three C's: capability, connection, and contribution. In addition, cooperative discipline demands the synthesis of a code of conduct which was initiated by the teacher but created by the classroom members with the suggestions of parents and school administrators. If the code of conduct is broken, the teacher then employs consequences that allow students to improve their behavior and takes extra steps in order to make sure that these are conducted positively. For example, when a student vandalizes the classroom as a method of revenge, the consequence should be repairing or replacing the damage, but the teachers should listen to the student's woes at the same time (Charles, 2018).

On the other hand, assertive discipline puts the teacher in complete charge of the classroom. Class rules must be set immediately and explained clearly. Any misbehavior results in immediate firm consequences. However, similar to cooperative discipline, teachers must build a strong relationship with their students. It asserts that students will obey the rules when they trust their authority (Charles, 2018).

The advantages of cooperative discipline include students being taught acceptable behavior while feeling that they belong in their classroom. It is guaranteed that both teachers and students feel empowered. When parents and school administrators are involved, they will most likely be supportive of the created code of conduct. This theory, when used correctly, radiates positivity (Charles, 2018). Meanwhile, assertive discipline is advantageous because it is effective and simple. It promotes a structured classroom with order and certainty at the helm. When used correctly, students understand the behavioral guidelines and follow them to the letter which reduces misbehavior by 80% (Drew, 2020).

The main disadvantages of cooperative discipline include time and emotions. As teachers need to take time to perform the steps of cooperative discipline, it may take instructional time away (Opuni, 2020). Furthermore, teachers must always keep their emotions in check, which removes a part of their humanity. The theory suggests that when teachers become emotional at a confrontation, they should delay the discussion of the misbehavior until the emotions subside (Charles, 2018). On the other hand, the disadvantages of assertive discipline are that the teachers might ignore the students' individualism. In addition, sometimes the root cause of misbehavior is also neglected because firm consequences are immediately imposed. Finally, the students are not included in any discussions of creating classroom rules, which may cause a feeling of detachment from the class (Drew, 2020).

In a classroom with teenagers aged 13 – 14, cooperative discipline is more appropriate. These students have more developed reasoning skills and like to find out the reason behind things that are happening around them. This means that they do not simply accept everything told to them. Therefore, coming up with a code of conduct together as a class gives students ownership and let them draw their own conclusions (Opuni, 2020). Meanwhile, the rules and consequences under assertive discipline would be immediately challenged by the students at this age, which jeopardizes the climate of the classroom (Universal

Class, n.d.). Additionally, students at this age are striving to find their identities and acceptance in their communities. They need figures of authority who are willing to listen actively and give advice when necessary. In this case, teachers who employ cooperative discipline are more likely to be successful with teenage students (Charles, 2018).

A study by Grant (2017) explored the role of parental involvement and social/emotional skills in children's academic achievement. The literature explains that environment and family background play a significant role in a child's academic achievement; therefore, if we blame the schools/school systems for the poor performance of the students, we fail to recognize that parental involvement is just as important.

Research by Dela Cruz (2023) examined the knowledge, attitudes, and classroom discipline practices of public elementary school teachers in the Philippines. The study found that teachers' understanding of discipline and their attitudes significantly influence their classroom management strategies, emphasizing the need for professional development in this area. Dela Cruz (2023) discussed the impact of school discipline as perceived by basic education teachers in the Philippines. The study emphasized that effective discipline strategies are crucial for creating a safe and orderly learning environment, which is essential for student success.

An opinion piece by Dela Cruz (2023) addressed the challenges of disciplining 21st-century learners in the Philippines. The author suggested that building positive teacher-student relationships, setting clear expectations, fostering a culture of respect, and using differentiated instruction are effective strategies for maintaining discipline in modern classrooms. An opinion article by Dela Cruz (2023) explored the relationship between classroom discipline and emotion dysregulation. The author argued that teachers must model regulated behavior to help students manage their emotions and maintain discipline in the classroom.

The findings of the study of Peñaranda and Tabuyo (2022) indicated that discipline strategies that involve positive reinforcement, clear communication, and consistent rule enforcement significantly influence students' self-confidence and their interactions with peers and teachers. Furthermore, the study suggested that when students experience fairness in disciplinary actions, it fosters a conducive learning environment that leads to improved academic performance.

Dela Cruz and Soria (2021) on Philippine public school teachers' knowledge, attitudes, and practices related to classroom discipline highlighted that effective discipline strategies are closely tied to the teachers' professional development. Teachers who were more knowledgeable about diverse discipline strategies reported greater success in managing classroom behavior, resulting in better student outcomes. The study suggested that providing professional development opportunities for teachers can enhance their ability to address discipline issues effectively.

Physical Environment in the Classroom

Research conducted by Llanes and Mico (2023) highlights the importance of well-organized classrooms in Philippine public schools. Teachers recognize that physical space influences students' behavior and learning outcomes. A classroom with organized seating arrangements, such as groupings that promote collaboration, and proper lighting enhances students' focus and participation. Teachers also use visual cues and flexible furniture arrangements to facilitate various teaching strategies, including group discussions and individual work. The study suggests that an adaptable classroom layout encourages both academic and social development.

Department of Education (DepEd) in the Philippines has made efforts to improve classroom safety and comfort as part of its "School Safety and Security Program." According to Tavilo (2022), ensuring a safe and comfortable environment allows students to focus on their academic tasks rather than worrying about their personal well-being. Features such as clean air, proper ventilation, and safety measures like secure windows and doors help create an environment conducive to learning. The study emphasized that students in such environments show better concentration and engagement.

According to Alcantara and Esteban (2023), providing accessible learning resources is a significant factor in creating a conducive physical environment. In their study on Filipino teachers' strategies, they found that classrooms equipped with educational materials, including textbooks, multimedia, and interactive tools, motivate students to actively engage in their studies. Teachers in schools with well-stocked resource corners or technology hubs were able to cater to diverse learning styles, resulting

in improved academic performance. These resources help teachers adapt their instruction to the needs of their students, thereby increasing learning opportunities.

A study by *Dizon (2022)* on classroom atmosphere in Metro Manila found that beyond physical space, the emotional and psychological environment created by the teacher is equally crucial. Teachers who are empathetic and build rapport with their students foster an environment where learners feel supported and valued. This positive atmosphere, where students feel psychologically safe, significantly affects their willingness to participate and engage in the learning process. In a comfortable, nurturing environment, students tend to demonstrate higher motivation and better emotional adjustment, which contribute to academic success.

Teachers in the Philippines also prioritize flexibility in classroom management. *Santos (2022)* found that teachers use various adaptive seating arrangements, such as movable desks, to promote collaborative learning. Flexibility allows teachers to adjust their teaching methods depending on the activity or subject matter. This adaptability is particularly beneficial for integrating technology in lessons or conducting project-based learning, which require different physical setups. Teachers who create dynamic and adaptable environments report higher levels of student engagement and active participation.

Ramos and Dizon (2023) explored the management of electronic devices in Filipino classrooms, with an emphasis on ensuring that devices are returned to their proper places. They noted that proper device management is crucial to maintaining order and preventing damage. Teachers were found to establish routines for students to return devices to designated storage areas after each use. This practice is key in ensuring that learning materials remain in good condition and are readily available for the next class. The study emphasized that teachers should actively monitor device use and instill responsibility in students regarding proper care and return of equipment.

The reconsideration of current learning spaces in schools is encouraged by the changing perception of learning process and environmental perception. The diverse effective learning methods, learning organization, and socialized learning expand the school concept and lead to a positive school indication: high learning achievements, suitable learning environment, common values and goals, targeted teaching, cooperation, etc. Modern school is a combination of various functional elements therefore students must be provided with learning areas which are as diverse as possible (Nordquist & Watter, 2019).

According to Nordquist and Watter, (2019), a classroom was always a dominant space in school. Nowadays many teachers still work in traditional classrooms using traditional educational methods. Very little attention is paid to the physical learning environment and pedagogical activities carried out at schools which its means. In this case, pedagogical and physical school environments are two forces that can ensure the best results of the students as well as their pleasant experience at school only by working together Therefore the aim of the article is to identify the ways in which physical school environment can be related to pedagogy.

It is probably obvious, that while creating any physical environment, it is essential to know what activities will be carried out there, how they will be organized Van Merriënboer, McKenney, Cullinan, and Heuer (2022) point out that while physically creating classrooms it is very important to foresee what objectives and tasks will be presented to the students, how they will present their learning results and solve given problems practically, what will be the age and the number of the students. In this way, a new or existing school environment is shaped in accordance with pedagogy.

In order to have the whole classroom enlightened, according to Baker, there was a need to avoid big gaps between the windows and between windows and walls. Teacher 's place was in front of the class, blackboard was also hanging there. According to Byers, Imms and Hartnell-Young (2020), the teacher standing in front of the class ensures control and monitoring of the students. At the time, this was necessary because a large number of learners often raised discipline problems, which were solved in the elementary and, at the time, routine, corporal punishment. In order for students to focus as much as possible and ensure silence in the classroom, students were not allowed to move around. Another negative aspect of such a situation was that students would become merely passive takers of information and knowledge. Students often would learn information by heart from the textbooks and because of that they were not encouraged to think and were not showing any progress.

In the beginning of the 20th century a well-known ecologist John Dewey understood that quality education can be provided by consciously adapting the educational environment to the learning process. Woolner, Clark, Laing, Tiplady, and

Thomas, (2020), assert that education is a complex and dynamic link between the physical learning environment and the activities taking place there. According to the authors, the quality of the learning environment correlates with the results of the students. However, the influence of the environment itself on learning is not direct. With reference to Barrett, Davies, Zhang, and Barrett, (2020), it can be stated that physical classroom characteristics lead to higher learning results and a pleasant life experience. According to the authors the physical learning space is a holistic experience involving many factors. If these factors lead to a positive learner's overall well-being, then it is obvious that the student will receive and remember the information provided to him much better and this will result in higher achievements.

It is obvious that the traditional layout of classroom furniture arrangement scheme has not changed since the emergence of a standard classroom model. According to Woolner, Clark, Laing, Tiplady, and Thomas (2020), the teachers express their conservativeness when it comes to trying to change school spaces, while Sanoff (2018) states that if a teacher does not understand why the furniture arrangement of one of the classrooms is better than that of the other, then all physical changes in the school environment will have little impact on the learning process. The notion that teacher is a very important factor in successful learning is also approved by Tanic, Nikolic, Stankovic, Kondic, Zivkovic, Mitkovic, and Kekovic (2021), according to the researchers one of the main responsibilities of a teacher is to choose the most appropriate teaching methods and to create the best learning environment.

Educational facilities at school can be classified into general education and specialized classes. General education classrooms can be used for many subjects: humanitarian, social studies, and languages. Specialized classrooms are used for sport, arts, technology, IT lessons, and natural science. The distinctive feature of specialized classrooms is that they are normally being used only for one particular subject that usually requires a specific inventory, for instance, stationary tables with sinks, computers, laboratory equipment, and alike. It is clear that many of these classes cannot be flexible, that is to say, they cannot be adapted to other learning activities except the referred one (Nordquist & Watter, 2019).

Based on De Souza and Kowaltowsk (2019), three main groups of learning activities can be distinguished: collective, group, and individual learning. who examines school architecture and education, introduced 18 learning activities that are recommended by the author to be applied in every modern school: independent study, peer tutoring, team collaborative work in small and mid-sized groups (2–6 students), one-on-one learning with the teacher, lecture format with the teacher at center stage, project-based learning, technology based learning with mobile computers, distance learning, research via the Internet with wireless networking, presentation, performance-based learning, seminar-style instruction, hands on project-based learning, naturalist learning, social/emotional learning, art-based learning, storytelling (poor seating), and team teaching.

Classroom Routine

Both research and experience tell us that it is more effective to build positive behaviors than control negative student behavior (Strain & Sainato, 2019). To prevent problem behaviors in the classroom, it is often necessary for teachers to change their own behaviors (Vaughn, Bos, & Schumm, 2020). The same strategies and procedures will not necessarily be equally effective with all students. Classroom routines can positively affect students' academic performance as well as their behavior (Cheney, 2019); therefore, one proactive strategy is for teachers to adopt a consistent classroom routine. A routine is simply a set of procedures for handling both daily occurrences (e.g., taking attendance, starting a class period, or turning in assignments), and minor interruptions of instruction, such as a student's broken pencil or the arrival of a note from the main office. Essentially, once taught, routines are daily activities that students are able to complete with little or no teacher assistance, which accomplishes two objectives (a) students have more opportunity to learn and (b) teachers can devote more time to instruction (Colvin & Lazar, 2019).

Establishing a consistent and predictable routine serves a number of classroom functions. For example, a routine helps to simplify a complex environment and inform students exactly what to expect, what is expected of them, and what is acceptable behavior. Routines allow students to quickly accomplish day-to-day tasks that are required of both the teacher and students. Routines also help to create smoother transitions between activities and therefore allow fewer opportunities for disruptions to occur. In addition, when students are expected to complete routine tasks, they have the opportunity to learn greater responsibility

and more self-management skills (Colvin & Lazar, 2019). Routines that require interaction between teacher and student (or among students) also serve to positively reinforce interpersonal communication and social skills and are one way for teachers to judge the quantity and quality of students' skills in these areas (Colvin & Lazar, 2019). Finally, student-performed routines free the teacher to focus on more effective instruction and on the unexpected events that come up throughout the school day (Savage, 2019).

There are several guidelines that most teachers follow in establishing classroom routines. First, teachers should identify recurring and predictable classroom events (Savage, 2019), which may include: (a) administrative procedures, (b) instructional tasks, and (c) interactive routines (Colvin & Lazar, 2019; Savage, 2019). Administrative procedures include activities such as storing coats or books; using the restroom; sharpening pencils; taking attendance; making announcements; and dismissing students to go to another classroom, the playground, or home. Instructional tasks include getting every student's attention for instruction; reviewing spelling words or math problems on the board; ensuring that students behave in ways that maximize positive outcomes during teacher-led instruction or group learning settings; handing in or returning student work; and having a set process for how students should write the heading on their homework assignments.

Finally, interactive routines include knowing how to participate in discussions, behaving as expected in groups, and following rules for getting the teacher's attention. Once these routine tasks are identified, teachers should establish clear, discrete procedures for handling routine events that are simple, easy for students to understand, and quick for them to perform (Savage, 2019). Of course, classroom routines will vary according to the teacher's goals, by grade level, and students' ability to exercise control of their behavior (Burden, 2020; Colvin & Lazar, 2019; Savage, 2019).

Teachers can take a number of steps to make classroom routines more effective. First, it is essential that students be systematically and situationally taught each procedure and what is expected of them; once taught, these skills should be reviewed and retaught frequently to ensure consistency and to communicate to students the importance of each behavior (Burden, 2020). In addition, teachers should consider appropriate consequences for when students follow or fail to follow procedures and communicate both sets of consequences to students (Vaughn, Bos, & Schumm, 2020). The repeated failure of one student to demonstrate the expected behavior may suggest to the teacher one course of action; however, if the teacher observes that multiple students do not successfully engage in that behavior, that is a clear signal that a different response is called for. It is important for teachers to monitor student performance of routines throughout the school year to ensure that the way they are scheduled and were taught is how they actually occur (Strain & Sainato, 2019).

Revisions to classroom routines can cause some students to become unsure of exactly what to expect; not surprisingly, students perform better if there is consistency between teachers' expectation, student responses, and teacher feedback (Bos & Vaughn, 2020; Burden, 2020; Strain & Sainato, 2019). If a teacher finds that she (or the students) have made changes in the routine, it may be necessary to review with students the expectations for routine tasks and to model and provide students further opportunity to practice their performance to restore a sense of consistency and order to the classroom (Savage, 2019).

Teachers Ancillary Practices

Teachers play multi-faceted roles. Inside the four walls of the classroom, teachers are more than just educators. In most instances, they simultaneously serve as a second parent, caregiver, counselor, entertainer, motivators, and even investigators. They are now seen as pillars of hope and strength in our society, and their job has become a profession worthy of great admiration. In fact, everyone has that particular teacher they will never forget and who profoundly impacted their life and helped shape who they are now (Arañas, 2023).

In the Department of Education (DepEd), a regular full-time teacher is compelled to dedicate a maximum of six hours each day to classroom instruction. This is stipulated under the Magna Carta for Public School Teachers. An employee needs to render eight (8) working hours every day. For public school teachers, the remaining two (2) hours will be allotted for lesson preparations, other teaching-related activities, and other ancillary assignments. The most common ancillary duties are SBM Coordinator, Brigada Eskwela Coordinator, Disaster Risk Reduction Management Coordinator, Feeding Coordinator, Gulayan sa

Paaralan Coordinator, School Canteen In-charge, Sports Coordinator, Learning Area Coordinator, EBEIS and LIS Coordinator, and other various coordinatorship (Arañas, 2023).

In reality, two hours is very short of accomplishing those teaching-related duties and other administrative tasks. Teachers in large or mega schools are fortunate since tasks can be distributed to the teachers. However, the scenario is different in schools with few teaching personnel. Due to the limited workforce, teachers must take multiple ancillary assignments that obviously need effort and hard work to fulfill effectively. While private schools employ non-teaching personnel to do some of the school-related tasks, public school administrative staffing is minimal. Ancillary functions pile up on top of teachers' many roles in the department. This implies that the teachers are carrying out administrative tasks, a situation hidden from the lenses of the typical metrics, which can compromise teaching quality. On the other hand, some see the silver lining in doing ancillary functions. Some teachers find multiple ancillary tasks as an opportunity to gain benefits for their personal and professional growth (Into & Gempes, 2018).

According to Salise et al. (2021), an auxiliary function is a work that is necessary to the overall goals of how a system or organization operates. The term "ancillary functions" in the context of education refers to the tasks that teachers carry out that are not specifically related to teaching in the classroom, such as serving as class advisers, subject coordinators, club advisers, sports coaches, coordinators of both co-curricular and extracurricular activities, and community engagement services. Teachers do not perform actual teaching, yet these services are vital for the school's daily operations.

In other countries, like Indonesia, ancillary services are integrated into schools to support the implementation of the first four national standards of education in relation to the overall national goal of education (Salise, Sales & Belgira, 2021). In the Philippines, this support is provided in accordance with the teachers' areas of expertise. As experienced teachers have the confidence to decline when these functions are offered to them, it is inevitable that these functions are also given to new teachers the school leaders. In other cases, regardless of whether they have the necessary skills, these positions are offered to people who have lesser teaching loads.

In the 21st century, some aspects of public education are altered. These include the role of the school principal, which has undergone a significant transformation. When it comes to leadership, what was originally thought of as a boss-like position has evolved into that of a "facilitator of instructors," where the conventional subordination and isolation model has been replaced with collaboration and consensus building. Principals are providing opportunities for teachers to become more involved with new initiatives and responsibilities (Rosenblatt, 2024).

Usually, a person accepts many ancillary duties to advance their career. However, there is more to that. Teachers who perform various ancillary duties significantly benefit their professional and personal growth. Additionally, it has broader implications for all of the educators in the country. Although they were given a more extensive range of teaching-related tasks, they used it as a guide to enhance their abilities and solidify their organization's dedication to public service. They were able to recognize the value of time management and that improving students' academic performance is one of their primary roles as teachers (Into & Gempes, 2018).

Extracurricular Ancillary

Extracurricular activities are usually described as activities that are not belong to academic curriculum but are offered by an academic institution. According to Yildiz (2015) extracurricular activities are to be done in class or out of college based on the demands and convenience of extracurricular activities. Meanwhile, according to Simoncini and Caltabiono (2022), extracurricular activities are unique from unorganized and unsupervised public activities such as interacting or enjoying activities with friends. Instead, they are structured structurally and contain supervision by teachers and under careful supervision, extracurricular activities could focus on group, interaction, management, and other public skill-building and beneficial growth for the members.

The supervision of extra-curricular activities enforces positive development for adolescents because it provides guidance for the students (Holt, Sehn, Spence, Newton & Ball, 2022). Additionally, according to Holt, Sehn, Spence, Newton & Ball (2022), with supervised extracurricular activities, students are guided towards appropriate behaviors and activities while being

challenged to help develop competencies and confidence. Human beings learn many things by doing or experiencing. Students who excel in extracurricular activities may improve themselves for real situations. Students sometimes cannot find opportunity to be open with teachers at college. And, language teachers know that participation of lessons is the key factor for better learning. Thus, students get disciplined and act well in real situations by joining extracurricular activities Yildiz (2016). There are different opinions of what is considered an extra-curricular activity. A few examples of activities outside the school day may include pro-social activities such as dances, team sports, and performing arts, while in-school involvement activities may include intramurals, and academic clubs.

Different levels of activity involvement and participation may positively impact future success for those who participate. Research also indicated that both the type of extracurricular programs and level of participation may impact the individuals' development (Eccles, 2023). According to Gardner et al. (2018), theory and research on positive youth development emphasizes the transition of human development, and suggest that cultivating positive, supportive relationships with people and social institutions encourages healthy development.

Co-curricular Ancillary

According to an article from the Manila Times (2017) published in Bataan, Philippines, teachers resort to severe multitasking, even though they recognize that it is tough and confusing to manage two lessons at the same time. The worst-case scenario is when a student wanders into another room and joins in on the activities being conducted there. Since students need to pay attention, it may be challenging for teachers to juggle many responsibilities at once in the classroom. However, having combined courses is challenging for both students and teachers (Ambrocio, 2017). Similar issues were experienced by the elementary teachers in South 2 District, Division of Panabo City. Teachers admitted that they found it difficult to multitask because they experienced fatigue and stress and could hardly manage their time to complete their multiple tasks as classroom teachers and school coordinators.

To better comprehend teachers' multitasking at work, it is crucial to identify the gaps in the available study. The lack of study on multitasking in very distant regions has been noted as a need. It is necessary to do further study on multitasking in rural school communities to determine if and to what extent rural teachers influence multitasking in the workplace. Existing research also demonstrates a dearth of qualitative investigations on teachers' multitasking in modern settings. Although a substantial amount of quantitative research has been conducted on remote locations where teachers have experienced multitasking in teaching, significantly less research has been conducted on multitasking in contemporary settings, particularly in urban areas (SEAMEO INNOTECH, 2016). This research aimed to understand teachers' perspectives, experiences, and thoughts on multitasking in the workplace.

Leading the way are thousands of teachers who are rethinking every part of their jobs, their relationship with students, colleagues, and the community, the tools and techniques they employ, their rights and responsibilities, the form and content of the curriculum, what standards to set and how to assess whether they are being met, their preparation as teachers, their ongoing professional development, and the very structure of the schools in which they work. In short, teachers are reinventing themselves and their occupation to better serve schools and students (Wijetunge, 2021). In order to better serve the school, teachers need to possess attitudes and skills in order to cope with the challenges as teachers with multiple ancillary functions (Schaufeli, 2022). A person's work engagement is defined as a positive, fulfilling, and work-related state of mind that is characterized by endurance, dedication, and absorption.

However, the article published by Pearson (2018) mentioned that teachers who were empowered by the school were crossing the lines into managerial roles but were not being compensated for their increased responsibilities. It was further revealed in the study entitled "Relationships and Resilience: A Role for School Principal" that when teachers experienced difficulties in their personal relationships, these difficulties were caused by their tiredness and a lack of energy due to multiple workload or ancillary functions (Peters & Pearce, 2017).

In the study of Don (2016), they stated “role conflict” for teachers with multiple ancillary functions happens if the primary and secondary jobs are very dissimilar. An employee is more likely to face role conflict and feel less satisfied, since more efforts are required to shift among the different roles and to adapt roles and behaviors to the different job demands. To prevent outcomes of excessive stress of teachers, administrators need to be proactive and assist in managing the workload while, at the same time, fostering collaborative responsibility and ownership. However, on the study conducted, multiple ancillary functions were perceived by the teachers as a factor supporting their well-being. At the emotional level, combining teaching with another ancillary function seemed to support teachers in stepping back from situations encountered at school and keeping problems in perspective. In addition, being engaged in different professional activities was described as a source of strength and a way to remain continuously stimulated by different inputs. At the instructional level, various advantages were associated with the opportunity to multiple ancillary functions of teaching since they experience stronger credibility in front of the students.

Conceptual Framework

In the evolving landscape of education, the integration of **21st-century teaching attributes**—such as critical thinking, collaboration, communication, and technological literacy—has become essential in shaping effective teaching practices. Alongside these competencies, **classroom management** remains a foundational element in fostering productive learning environments. However, beyond instruction, teachers are also tasked with various **ancillary duties**, such as administrative tasks, learners support roles, and community engagement. This study examines how 21st-century attributes and classroom management strategies influence the **ancillary practices of basic education teachers**, recognizing their expanding roles within the school system. Understanding these dynamics is vital in supporting teacher effectiveness and well-being in today’s increasingly complex educational settings.

The variable 21st century attributes is anchored on the **Framework for 21st Century Learning**, developed by the **Partnership for 21st Century Skills (P21)** in 2002. This initiative, backed by a coalition of education and industry leaders—including the U.S. Department of Education, Apple, Microsoft, Cisco, and the National Education Association—identifies the essential skills and attributes required of both students and educators in the modern era. According to the framework, teachers should model and foster skills such as **critical thinking, creativity, collaboration, communication, and technology integration**, along with life and career skills like adaptability and leadership. These competencies are vital for creating learner-centered environments and preparing students for global citizenship and future workforce demands. The P21 Framework thus serves as a guiding model for educators aiming to align their teaching practices with the evolving needs of 21st-century education.

The variable classroom management of teachers is anchored on Glasser’s Choice Theory (2016) also known as the Control Theory developed by William Glasser which is beneficial to solve classroom management problems. The theory is based on the five basic principles of human needs identified as survival, belonging, freedom, power, and fun which are also considered as the driving force behind displaying desirable or undesirable behavior in the classroom. The basic idea of this theory is that teachers cannot control the behavior of their pupils just by telling them what to do but can play a critical role in helping them to make a choice that leads to positive behavioral changes. The need for survival includes food, shelter, physical comfort, etc. are the basis for human functioning.

The attributes of 21st-century teachers go beyond traditional methods of teaching, highlighting the need for educators to be adaptable, innovative, and responsive to the diverse needs of students in a rapidly changing world. Modern teachers are expected to possess not only subject matter expertise but also skills in digital literacy, critical thinking, collaboration, and a commitment to continuous professional development. The focus is on creating engaging, inclusive, and dynamic learning environments where students are encouraged to think independently, solve real-world problems, and become lifelong learners. By engaging learners in active, hands-on learning, teachers can help them make connections between what they learn in the classroom and the real world. Classroom management create a positive learning environment. Instead of relying solely on authority, teachers are encouraged to guide learners toward making positive behavioral choices by addressing their underlying needs, such as a sense of safety, belonging, and autonomy. This approach helps foster a classroom culture of respect, self-regulation, and personal responsibility.

The evolving role of teachers requires the integration of 21st-century teaching attributes such as critical thinking, collaboration, communication, creativity, and technological literacy. These competencies, framed by the Partnership for 21st Century Skills, are vital for creating learner-centered environments and preparing learners for future challenges. Alongside this shift, teachers must also manage diverse classroom dynamics and perform various ancillary roles, including administrative responsibilities, learner support, and community involvement. This expansion of responsibilities underscores the importance of understanding how 21st-century skills and effective classroom management contribute to overall teacher effectiveness and well-being.

Grounded in Glasser's Choice Theory, classroom management is redefined from a control-based approach to one that empowers learners to make positive behavioral choices by meeting their basic psychological needs—survival, belonging, freedom, power, and fun. In this framework, teachers serve not only as content experts but also as facilitators who nurture autonomy, respect, and engagement within the classroom. The synergy between modern pedagogical competencies and responsive classroom strategies promotes a culture where learners are active participants in their learning journey. Together, these elements foster a more inclusive, supportive, and future-ready educational environment, aligning with the holistic demands of 21st-century teaching.

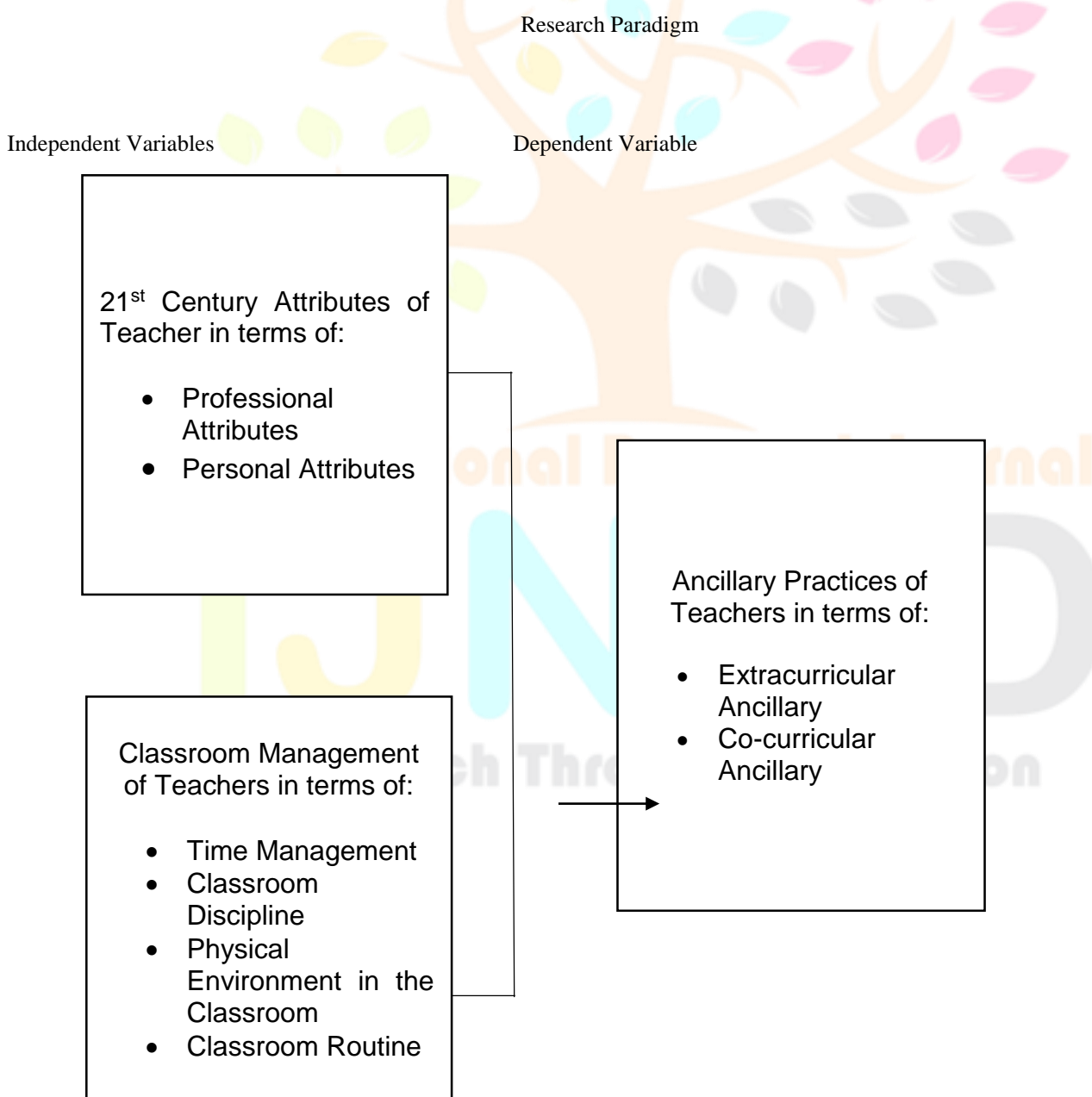


Figure 1. A schematic diagram showing the relationship of 21st century attributes, classroom management on ancillary practices of basic education teachers.

Hypothesis

Based on the aforementioned problems, the following null hypotheses were tested at 0.05 and 0.01 level of significance:

1. H_{01} . There is no significant relationship between teachers' ancillary practices and:
 - a. 21st century attributes of teachers,
 - b. teachers' classroom management
2. H_{02} . There is no variables, singly or in combination, best predict the ancillary practices of the teachers.

METHODOLOGY

This chapter deals with the methods and procedures which will be used in this study. It includes the research design, research locale, the subject participants of the study, the instrument, the administration, and collection of the questionnaire, scoring procedures, and statistical treatment of the data gathered.

Research Design

This study utilized a **descriptive-correlational research design** to explore the relationship between 21st-century teaching attributes, classroom management strategies, and the ancillary practices of basic education teachers. The **descriptive aspect** of the design aims to systematically present and interpret the current practices, behaviors, and perceptions of teachers in relation to these key areas. This provides a clear picture of how these attributes and strategies are being implemented in the educational setting. The **correlational component** seeks to determine the extent to which 21st-century attributes and classroom management are statistically related to the performance of ancillary tasks. By identifying significant patterns and associations among these variables, the study aims to offer insights that can inform future educational practices and policy decisions.

Locale of the Study

This study was conducted in the Department of Education particularly in Don Carlos I District, Department of Education. It is composed of eight (8) elementary schools namely: Don Carlos Central Elementary School, Don Carlos Norte Elementary School, Sinangguyan Elementary School, Pinamaloy Elementary School, Kibatang Elementary School, Misalagan Elementary School, Manlamonay Elementary School and San Antonio East Elementary School. The demographics of the district were clearly near to her preference considering the data gathering, it would be easy to distribute and retrieve the questionnaire. The respondents of the study were the elementary and secondary school teachers in the aforementioned schools for the academic year 2024-2025. The study was delimited to the responses of the respondents in the study. Figure 1 contains the map of Don Carlos, Bukidnon, Don Carlos I, District.

Respondents of the Study

The respondents of the study were the elementary and secondary school teachers in the Department of Education of Don Carlos I District, Division of Bukidnon. Random sampling was employed to determine the 252 elementary and secondary school

teachers as the participants in the Division of Bukidnon. This was employed due to the large scope of the locale. The teachers rated the extent of their 21st century attributes, classroom management on ancillary practices of basic education teachers. Table 1 shows the distribution of the respondents in every school in Don Carlos I District, Division of Bukidnon.

Table 1. Distribution of Respondents of the Study

Schools	Number of Teachers (N)	Number of Respondents (n)	Percentage (%)
Don Carlos Central Elementary School	85	84	33.33
Pinamaloy Elementary School	23	22	8.73
Don Carlos Norte Elementary School	24	23	9.13
Sinangguyan Elementary School	23	22	8.73
Minsalagan Elementary School	7	7	2.78
Kibatang Elementary School	15	14	5.56
Manlamonay Elementary School	8	8	3.17
San Antonio East Elementary School	7	6	2.38
Kibatang National High School	36	35	13.89
Don Carlos National High School	32	31	12.30
TOTAL	260	252	100

Research Instruments

The said questionnaire was pilot tested to test its validity and reliability. There were 55 teachers involved in the pilot testing of the research questionnaire. The three questionnaires were 21st century attributes of teachers, classroom management on ancillary practices of basic education teachers valid and reliable with Cronbach's Alpha coefficient of 0.794, .783, and .809 respectively. This means that the instruments were highly reliable.

The first instrument of the study on the 21st century attributes of teachers was adapted from Asio and Riego de Dios (2018). These include the following variables professional attributes of a teacher, and personal attributes of a teacher. The questionnaire was in a Likert Scale that was used to answer items on academic self-concept of the learners following the scoring procedure:

Numerical Rating	Range	Descriptive Rating	Qualitative Interpretation
5	4.51-5.0	Strongly Agree	Vey Highly Manifested
4	3.51-4.50	Agree	Highly Manifested
3	2.51-3.50	Neither	Moderately Manifested
2	1.51-2.50	Disagree	Less Manifested
1	1.0-1.50	Strongly Disagree	Not Manifested at All

The second instrument was on the teacher's classroom management. This was adapted from Legaspia and Brobob (2023) as the research questions for the survey questionnaire it includes time management, classroom discipline, physical environment in the classroom, and classroom routine. The questionnaire was based on the Likert Scale that was used to answer the teacher's classroom management following the scoring procedure:

Numerical Rating	Range	Descriptive Rating	Qualitative Interpretation
5	4.51-5.0	Consistently Effective	Exemplary Management
4	3.51-4.50	Frequently Effective	Proficient Management
3	2.51-3.50	Occasionally Effective	Moderate Management
2	1.51-2.50	Rarely Effective	Developing Management
1	1.0-1.50	Never Effective	Ineffective Management

Finally, for the teachers' ancillary practices, the instrument was adapted from Goa and Valle (2023). Included were statements on extracurricular ancillary and co-curricular ancillary. The questionnaire was based on the Likert Scale that was used to answer the teachers' ancillary practices following the scoring procedure:

Numerical Rating	Range	Descriptive Rating	Qualitative Interpretation
5	4.51-5.0	Always	Very Highly Practiced
4	3.51-4.50	Often	Highly Practiced
3	2.51-3.50	Sometimes	Moderately Practiced
2	1.51-2.50	Seldom	Less Practiced
1	1.0-1.50	Never	Not Practiced at All

Data Gathering Procedure

A formal request for data collection was duly secured through written permission from the Schools Division Superintendents and the Public Schools District Supervisors. This step ensured that the researcher obtained the necessary administrative and ethical clearance to conduct the study within the respective school districts. Upon approval, the researcher proceeded with the administration of the survey questionnaire.

Prior to the distribution of the instrument, the researcher clearly explained the purpose of the study to all potential respondents, emphasizing that their participation was entirely voluntary. Respondents were also assured that all information provided would be treated with strict confidentiality and used solely for academic and research purposes. In adherence to ethical research practices, no identifying information was required unless the respondent willingly opted to provide it.

To facilitate efficient and timely data collection, the researcher utilized Google Forms as the primary platform for administering the survey. This digital tool allowed for broader reach, easier access for participants, and expedited the collation and organization of responses.

Statistical Data Analysis

The following statistical procedures was employed to answer the specific problems of the study:

Descriptive statistics such as the frequency and percentage was used to determine the 21st century attributes, classroom management on ancillary practices of basic education teachers.

Pearson Product Moment Correlation was used to establish the relationships among variables while the Multiple Linear Regressions was utilized in determining the variable that best predicts the teacher's ancillary practices.

Ethical Considerations

It was crucial to ensure the privacy and anonymity of the teachers who participate in this research. Teachers may be more inclined to participate honestly and openly if they are assured that their identities and personal information was kept confidential. The following ethical concerns are to be undertaken. The informed consent obtained informed consent from all participating teachers and clearly explain the purpose of the study, the data collection process, and how their information was used. This was to ensure that they have the option to withdraw from the study at any time without facing consequences.

The data de-identification was the teachers asked to remove or replace any personally identifiable information (such as names, school names, or contact details) from the data during analysis and reporting. Pseudonyms assignments may be done to participants to protect their identities. In securing the data storage, the safeguard the collected data by storing it securely, using encryption where necessary, and limiting access to authorized personnel only. This was to ensure that data is not accidentally

disclosed to unauthorized parties. Ethical Review: Ethical approval was sought from an institutional review board (IRB) or ethics committee to ensure that the research design and data handling procedures meet ethical standards and guidelines.

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter discusses the analysis and interpretation of the data gathered to the problem statements in the first chapter. The order of the presentation follows the sequence of the problem as identified in the study. It further presents the important knowledge and understanding necessary for drawing the conclusions and recommendations.

Descriptive Analysis of the 21st Century Attributes of Teachers

The 21st-century attributes of teachers encompass a range of skills and qualities that are essential for effective teaching in today's dynamic educational landscape. These attributes include digital literacy, where teachers are proficient in using technology to enhance learning; critical thinking and problem-solving skills, enabling teachers to foster an environment of inquiry and innovation. Teachers who possess these attributes are better equipped to support learners learning, navigate challenges, and contribute to a positive and future-ready school environment. In addition, their continuous professional development and openness to new pedagogies are fundamental to staying relevant in a rapidly changing educational world.

Professional Attributes of a Teacher

The level of 21st-century attributes in terms of the professional attributes of a teacher reflects the degree to which teachers demonstrate qualities essential for professional competence and growth in a modern educational context. These attributes typically include commitment to lifelong learning, ethical practice, professionalism in conduct, effective communication, and accountability in fulfilling responsibilities. Table 2 presents the level of 21st century attributes in terms of professional attributes of a teacher.

Table 2. Level of 21st century attributes in terms of professional attributes of a teacher.

NO.	INDICATORS	Mean	Descriptive Rating	Qualitative Interpretation
1	Views "learning" as a lifelong process for everyone.	3.78	Agree	High
2	Is a model of best teaching practice	3.77	Agree	High
3	Instructs children in classrooms with the best teaching practice.	3.76	Agree	High
4	Have the characters and skills for working towards improving his/ her teaching.	3.76	Agree	High
5	Uses the teaching profession as a dignified means of earning a decent living.	3.76	Agree	High
6	Should manifest genuine enthusiasm and pride in teaching	3.73	Agree	High
7	Participates in the continuing professional learning education program.	3.73	Agree	High
8	Sees to it that teaching is a noble profession.	3.72	Agree	High
9	Have qualities and skills for working towards improving the school.	3.71	Agree	High
10	Possesses a spirit of professional loyalty, mutual confidence, and faith in one another.	3.70	Agree	High

11	Has the knowledge to guide the science and art of his/ her teaching practice.	3.68	Agree	High
12	Perceives himself/ herself as someone who can affect change or learning.	3.65	Agree	High
13	Has the mastery of the subject matter.	3.62	Agree	High
14	Has characters and skills to approach all aspects of his/ her work.	3.62	Agree	High
15	Works with the stakeholders (parents, community, school, and teachers) in the school setting.	3.61	Agree	High
Overall Mean		3.70	Agree	High

Legend:

Numerical Rating	Range	Descriptive Rating	Qualitative Interpretation
5	4.51-5.0	Strongly Agree (SA)	Very High
4	3.51-4.50	Agree (A)	High
3	2.51-3.50	Neither (N)	Moderate
2	1.51-2.50	Disagree (D)	Less Moderate
1	1.0-1.50	Strongly Disagree (SD)	Not at All

As shown, the level of agreement among teachers regarding their professional attributes reveals an overall mean score of 3.70, corresponding to a “High” descriptive rating. This indicates that teachers consistently demonstrate strong professional standards that align with effective and ethical teaching practices. The result reflects a workforce of educators who recognize the vital importance of their roles as facilitators of learning, role models, and agents of change within the school community. Notably, the three highest-rated indicators—“Views learning as a lifelong process for everyone” (3.78), “Is a model of best teaching practice” (3.77), and “Instructs children in classrooms with the best teaching practice” (3.76)—underscore a deep commitment to continuous improvement and pedagogical excellence. These findings emphasize that teachers not only value professional growth but also take deliberate actions to implement best teaching strategies and inspire learners by modeling high standards of practice.

This is supported by Macalisang (2023), who emphasizes that educators who embrace lifelong learning and reflective practice serve as dynamic catalysts for student achievement and school improvement. Alegre (2023) similarly underscores that when teachers serve as models of best practice, they cultivate a classroom culture of excellence, which motivates learners to strive for higher academic outcomes. Teachers who continuously refine their craft are more responsive to the evolving needs of students, especially in the context of 21st-century education where adaptability and innovation are essential. The results further suggest that teachers are increasingly aware that their professional behavior and classroom practices directly influence learner engagement, motivation, and success. The consistently high mean scores reinforce the belief that effective teaching is grounded not only in content delivery but also in the ability to inspire, model integrity, and uphold teaching as a noble and dignified profession.

Conversely, the three lowest-rated indicators—“Works with the stakeholders (parents, community, school, and teachers) in the school setting” (3.61), “Has characters and skills to approach all aspects of his/her work” (3.62), and “Has the mastery of the subject matter” (3.62)—while still rated “High,” point to areas where further enhancement is necessary. These scores suggest that while teachers generally maintain a strong professional foundation, there may be gaps in fostering external partnerships, broadening their holistic competencies, and deepening content expertise. Effective collaboration with stakeholders is critical in reinforcing learner support systems and ensuring that educational interventions are community responsive.

According to Pagutayao and Paglinawan (2024), school effectiveness is significantly strengthened when teachers engage meaningfully with parents and community members, thereby fostering shared responsibility for learner success. Phokthip and Chanapong (2023) further argue that continuous professional development in subject mastery and work-life balance is essential for sustaining teacher competence and preventing burnout. Thus, schools must provide targeted training and collaborative opportunities that support teachers not only in instructional delivery but also in stakeholder engagement and multidimensional professional growth. These findings highlight the need for a more integrated and supportive professional environment that nurtures all facets of teaching excellence.

The 21st-century teacher is expected to possess a dynamic set of personal attributes that go beyond traditional teaching competencies. These include adaptability, critical thinking, creativity, collaboration, and effective communication—skills essential for navigating the demands of modern education. As education continues to evolve in response to technological advances and global challenges, assessing the level of these personal attributes among teachers becomes crucial in ensuring they are well-equipped learners' success in a rapidly changing world. Table 3 shows the level of 21st century attributes in terms of personal attributes of a teacher.

Table 3. Level of 21st century attributes in terms of personal attributes of a teacher

NO.	INDICATORS	Mean	Descriptive Rating	Qualitative Interpretation
1	Entertaining in relating with students which stimulate a friendly relationship.	3.76	Agree	High
2	Open in promoting respect and trust between teachers and students.	3.70	Agree	High
3	Passionate for teaching and cares for their students.	3.67	Agree	High
4	Committed to perform the duties and responsibilities mandated by the laws and code of ethics of the profession.	3.67	Agree	High
5	Able to perform all teaching and learning activities with consistency and selflessness to the best interest of the students.	3.67	Agree	High
6	Upright and exemplary in behavior to earn respect and high esteem from students and colleagues.	3.66	Agree	High
7	Patient with their students' limitations and difficulties.	3.66	Agree	High
8	Accepts mistakes and faults without cover-up.	3.65	Agree	High
9	Eager and excited, full of passion and love, which can be observed by children.	3.65	Agree	High
10	Objective and unbiased in judging their work and performance.	3.63	Agree	High
11	Fair and impartial in treating students which eliminates discrimination.	3.62	Agree	High
12	Full of energy and cheerfulness which will be felt by children	3.62	Agree	High
13	Sincere to show their real self, without any dishonesties and half-truths.	3.61	Agree	High
14	Models of values and brings standards, code of ethics, and strong beliefs.	3.58	Agree	High
15	Attends to difficult classroom situations with cool-headedness.	3.54	Agree	High
Overall Mean		3.65	Agree	High

Legend:

Numerical Rating	Range	Descriptive Rating	Qualitative Interpretation
5	4.51-5.0	Strongly Agree (SA)	Very High
4	3.51-4.50	Agree (A)	High
3	2.51-3.50	Neither (N)	Moderate
2	1.51-2.50	Disagree (D)	Less Moderate
1	1.0-1.50	Strongly Disagree (SD)	Not at All

As shown, the level of professional behavior among teachers in relation to their ethical and interpersonal conduct reveals an overall mean score of 3.65, which corresponds to a “High” descriptive rating. This suggests that teachers demonstrate strong professional values, fostering positive relationships with learners and carrying out their responsibilities with integrity and care.

The results emphasize that teachers are not only seen as facilitators of knowledge but also as role models who influence the moral and emotional development of their learners.

The highest-rated indicator, “Entertaining in relating with students which stimulate a friendly relationship” with a mean of 3.76, reveals that teachers maintain a warm, welcoming classroom climate that encourages student engagement. This is supported by the indicator, “Open in promoting respect and trust between teachers and students” (mean = 3.70), which affirms that learners perceive their teachers as approachable and fair. These findings align with the notion that respectful teacher-student relationships are critical in shaping a positive learning environment. Another top-rated item, “Passionate for teaching and cares for their students” (mean = 3.67), further confirms that teachers are viewed as emotionally invested in their learners’ success. These three indicators collectively show that learners feel emotionally secure and valued, which research supports as essential for increased motivation, participation, and academic achievement.

Studies by Pianta (2022) emphasize that teacher warmth and emotional support significantly contribute to students’ classroom engagement and resilience. Similarly, Reyes and Castillo (2023) found that caring teacher-student relationships serve as protective factors against dropout and behavioral issues. Furthermore, according to Ortega and Salazar (2021), a teacher’s emotional presence improves learners’ academic self-efficacy and self-worth.

On the other hand, the lowest-rated indicator, “Attends to difficult classroom situations with cool-headedness” with a mean of 3.54, indicates that managing high-pressure or conflict scenarios remains a challenge for some educators. This is followed by “Models of values and brings standards, code of ethics, and strong beliefs” (mean = 3.58) and “Sincere to show their real self, without any dishonesties and half-truths” (mean = 3.61), which suggest inconsistencies in the consistent modeling of professional ethics and authenticity.

These lower ratings highlight areas where further support and development are needed. For instance, Glasser’s Choice Theory (2016) argues that classroom management and emotional control are essential to fostering student self-regulation and classroom harmony. When teachers respond to disruptions calmly, they model problem-solving and self-control. Likewise, Caballero and Mateo (2022) stress that teachers who consistently demonstrate honesty and transparency strengthen learner trust and promote ethical behavior. Moreover, according to Villanueva (2023), value-based leadership in the classroom reinforces learners’ moral development and fosters a culture of respect and accountability.

In summary, while the findings affirm the teachers’ high level of professional behavior—especially in building rapport, trust, and emotional care—there remains a need to enhance competencies in ethical modeling, sincerity, and classroom composure. Targeted professional development in emotional regulation, ethical leadership, and reflective practices is recommended to strengthen these areas and sustain a culture of integrity and excellence in the teaching profession.

Summary on the Level of 21st Century Attributes of Teachers

The level of 21st-century attributes among teachers reflects their readiness to meet the evolving demands of modern education. Generally, teachers demonstrate moderate to high proficiency in key areas such as communication, collaboration, critical thinking, adaptability, and digital literacy. These attributes enable them to create engaging, learner-centered environments that foster innovation and problem-solving. However, the level may vary based on factors such as access to training, experience, and institutional support. Continuous professional development and support systems are essential to further strengthen these attributes and ensure teachers remain effective in preparing students for a fast-changing world. Table 4 exemplifies the summary on the level of 21st century attributes of teachers.

Table 4. Summary on the Level of 21st Century Attributes of Teachers

	INDICATORS	Mean	Descriptive Rating	Qualitative Interpretation
1	Professional Attributes	3.70	Agree	High
2	Personal Attributes	3.65	Agree	High
	Overall Mean	3.68	Agree	High

Legend:

Numerical Rating	Range	Descriptive Rating	Qualitative Interpretation
5	4.51-5.0	Strongly Agree (SA)	Very High
4	3.51-4.50	Agree (A)	High
3	2.51-3.50	Neither (N)	Moderate
2	1.51-2.50	Disagree (D)	Less Moderate
1	1.0-1.50	Strongly Disagree (SD)	Not at All

The summary of the organizational coherence of school administrators across four key indicators—Effective Communication, Shared Vision and Goals, Leadership and Governance, and Collaborative Culture—indicates a high level of effectiveness. With an overall mean score of 4.60, which corresponds to a "very great extent" rating, the data suggests that school administrators are excelling in creating organizational coherence in these areas. This score reflects that administrators have successfully cultivated an environment where communication, leadership, and collaboration are prioritized, significantly enhancing the coherence and overall effectiveness of school operations.

This high overall mean demonstrates that school administrators are highly effective in establishing organizational coherence across communication, shared vision, leadership, and collaboration. The score highlights a strong alignment among teachers, administrators, and other stakeholders, which contributes to the success and effectiveness of the school. Organizational coherence is crucial for school success as it directly impacts the quality of education, school culture, and the satisfaction of both teachers and students. The findings indicate that administrators are shaping a well-coordinated school environment where clear communication, a shared vision, strong leadership, and a collaborative culture are central to the school's operations.

The high score also reinforces the notion that school leaders are actively establishing transparent and inclusive channels of communication that foster collaboration among staff, parents, and students (Nicasio & Soriano, 2021). This effective communication creates a positive school climate, strengthens relationships, and promotes improved school morale, which in turn enhances student achievement (Mendoza & Reyes, 2022). Furthermore, when administrators articulate a shared vision and promote it across the school community, it provides clarity and purpose, enabling all members to work towards a unified goal. The strong alignment of goals among administrators, teachers, and staff enhances the efficiency of school operations and fosters a positive learning environment.

Effective leadership plays a crucial role in ensuring that all school operations align with the school's vision. Transparent and inclusive leadership practices build trust and promote a positive school culture, where staff feel valued and are motivated to contribute actively to the school's success (Khan & Dizon, 2020). This leadership style is vital for creating an environment where the collaborative culture thrives and where all stakeholders are motivated to work together toward shared educational goals.

Descriptive Analysis on the Level of Teachers Classroom Management

Effective classroom management is essential for creating a conducive learning environment where learners can thrive academically and socially. It encompasses a range of practices, including establishing clear expectations, maintaining discipline, managing instructional time, and learners' engagement. This descriptive analysis explores the current level of teachers' classroom management skills, highlighting their ability to promote order, encourage positive behavior, and build a supportive and productive classroom atmosphere.

Time Management Practices

Time management is a vital aspect of classroom management, as it directly affects the instructional efficiency and learners learning outcomes. Teachers who effectively manage their time are able to maximize teaching moments, minimize disruptions, and ensure smooth transitions between activities. This includes proper lesson pacing, starting, and ending classes on time, and allocating appropriate time for instruction, learners' interaction, and assessment. A high level of time management reflects a teacher's ability to plan strategically, stay organized, and maintain a focused learning environment. The data presented

assesses the extent to which teachers demonstrate effective time management practices as part of their overall classroom management approach. Table 5 exemplifies the level of teachers' classroom management in terms of time management practices. The overall mean score of 3.74, which corresponds to Highly Competent, reflects a strong level of classroom organizational competence among teachers. This score signifies that teachers are generally effective in managing daily routines, preparing materials, and structuring their time to create an orderly and productive classroom environment. The high rating also suggests that teachers are committed to following established standards and routines aligned with the expectations of the Department of Education, thereby enhancing teaching efficiency and learner engagement.

This overall strong rating indicates that teachers demonstrate a solid understanding of the importance of maintaining routines, time management, and organized classroom procedures. The results reflect their commitment to creating a learning space that is conducive to effective instruction. A well-organized classroom promotes learner independence, minimizes disruptions, and maximizes instructional time, all of which are crucial for quality teaching and learning (Gonzales, 2021; Johnson & Brown, 2020).

Table 5. Level of teachers' classroom management in terms of time management practices

NO.	INDICATORS	Mean	Descriptive Rating	Qualitative Interpretation
1	I follow a consistent schedule standard set by the Department of Education.	3.83	Often	Highly Competent
2	I organized the day priorities.	3.83	Often	Highly Competent
3	I use a common place to keep materials such as scissors, school supplies.	3.79	Often	Highly Competent
4	I maintain the procedures in establishing school routines in the beginning of the school year.	3.76	Often	Highly Competent
5	I remain involve with the learners during the entire class period.	3.72	Often	Highly Competent
6	I finish my paperwork at home or after class hours so there will be no disruption.	3.72	Often	Highly Competent
7	I handle administrative task quickly.	3.71	Often	Highly Competent
8	I start work on one thing at a time.	3.69	Often	Highly Competent
9	I break task down into manageable steps.	3.68	Often	Highly Competent
10	I limit disruptions and interruptions through appropriate behavioral check.	3.66	Often	Highly Competent
Overall Mean		3.74	Often	Highly Competent

Legend:

Numerical Rating	Range	Descriptive Rating	Qualitative Interpretation
5	4.51-5.0	Always (A)	Very Highly Competent
4	3.51-4.50	Often (O)	Highly Competent
3	2.51-3.50	Sometimes (SO)	Moderately Competent
2	1.51-2.50	Seldom (SE)	Less Competent
1	1.0-1.50	Never (N)	Incompetent

The highest mean scores of 3.83 were found in the statements, "I follow a consistent schedule standard set by the Department of Education" and "I organized the day priorities." These suggest that teachers consistently adhere to time-based structures and clearly define their instructional goals and activities throughout the day. Such practices are vital in maintaining instructional flow and ensuring curriculum alignment. The third-highest score of 3.79, "I use a common place to keep materials such as scissors, school supplies," highlights that teachers prioritize accessibility and order, which reduce transition time and improve classroom flow. These three indicators show that teachers value structure and resource management, which are foundational for a successful teaching-learning process.

Research supports these findings by emphasizing that time management leads to higher learner achievement and instructional success (Lai, 2020). In addition, organized material storage supports learner autonomy and smoother class operations (Mendoza & Reyes, 2022). Lastly, prioritizing daily tasks aligns teacher efforts with learning goals, contributing to focused and meaningful instruction (Smith & Peterson, 2020).

Meanwhile, the lowest mean score of 3.66 for the item "I limit disruptions and interruptions through appropriate behavioral check"—although still rated as Highly Competent—suggests room for improvement in consistent classroom behavior management. The next lowest scores were 3.68 for "I break tasks down into manageable steps" and 3.69 for "I start work on one thing at a time." These findings imply that while teachers are generally well-organized, some experience challenges in implementing proactive behavior strategies, task segmentation, and maintaining focus amidst competing demands. These skills are essential in managing diverse learners and complex classroom dynamics.

Studies show that effective classroom management, particularly in limiting disruptions, is key to maintaining learner attention and engagement (Ferrer & Salazar, 2021). In addition, the ability to break down tasks helps learners—especially those at risk—understand and complete activities successfully (Sevier, 2021). Lastly, focusing on one task at a time improves instructional quality and reduces teacher stress, making classroom management more effective (Khamis, 2021). Addressing these areas through targeted professional development can further strengthen teachers' organizational skills and overall classroom effectiveness.

Classroom Discipline Practices

Classroom discipline is a fundamental component of effective classroom management, as it helps establish a structured and respectful learning environment. Teachers with strong discipline practices implement clear rules and expectations, apply consistent consequences, and use proactive strategies to prevent misbehavior. These practices not only maintain order but also promote student accountability and positive behavior. A high level of classroom discipline reflects a teacher's ability to manage student conduct constructively while fostering mutual respect and a sense of fairness. The following analysis evaluates the extent to which teachers apply effective discipline practices as part of their overall classroom management. Table 6 illustrates the level of teachers' classroom management in terms of classroom discipline practices.

The overall mean score of 3.70, which corresponds to Highly Competent, reflects a strong level of classroom management skills among teachers. This score indicates that teachers consistently demonstrate effective discipline strategies, sensitivity to learner needs, and the ability to foster a respectful and orderly classroom environment. The high rating suggests that teachers possess both the knowledge and the practical skills necessary to manage learner behavior in ways that support academic learning, emotional safety, and inclusiveness.

This overall strong rating implies that teachers understand the importance of applying positive discipline strategies, considering individual learner differences, and maintaining a learning environment conducive to mutual respect and student engagement. Effective classroom management is foundational to instructional success and learner development, and the results suggest that teachers are doing well in applying a range of techniques that reduce disruptions, promote learner cooperation, and prevent conflict (Baco, 2020; Johnson & Reyes, 2021).

The highest mean score of 3.81 for the statement, "I know school guidelines for discipline and procedure," shows that teachers are highly knowledgeable about institutional rules and are effectively implementing them. This knowledge provides consistency and fairness in applying discipline across classrooms, which contributes to a more predictable and safe environment. The second-highest mean scores of 3.75 were found in the statements, "I consider the student abilities and interests in implementing group-oriented methodologies such as cooperative learning approach, team learning, peer tutoring and group projects and collections," and "I always impose discipline to avoid bullying." These scores suggest that teachers are mindful of creating inclusive and collaborative spaces that prevent harmful behaviors like bullying while promoting peer interaction and learning diversity.

Table 6. Level of teachers' classroom management in terms of classroom discipline practices

NO.	INDICATORS	Mean	Descriptive Rating	Qualitative Interpretation
1	I know school guidelines for discipline and procedure.	3.81	Often	Highly Competent
2	I consider the student abilities and interests in implementing group-oriented methodologies such as cooperative learning approach, team learning, peer tutoring	3.75	Often	Highly Competent

and group projects and collections.

3	I always impose discipline to avoid bullying.	3.75	Often	Highly Competent
4	I am careful not to embarrass a learner in front of his peers unnecessarily.	3.72	Often	Highly Competent
5	I am sensitive to possible misdirection of efforts and interactions are fast to switch from one technique to another as the need arises.	3.71	Often	Highly Competent
6	I create a class culture that encourages appropriate behavior and discourages disruption.	3.70	Often	Highly Competent
7	I consider the students' varied background such as family background, physical and mental capacities, emotional traits among others.	3.69	Often	Highly Competent
8	I document disruptive behaviors.	3.67	Often	Highly Competent
9	I am calm in the midst an untoward behavior can ensure an acceptable solution for all.	3.64	Often	Highly Competent
10	I have adequate knowledge and skills in handling occurrences of misbehavior likewise contribute to a trouble prone setting.	3.63	Often	Highly Competent
Overall Mean		3.70	Often	Highly Competent

Legend:

Numerical Rating	Range	Descriptive Rating	Qualitative Interpretation
5	4.51-5.0	Always (A)	Very Highly Competent
4	3.51-4.50	Often (O)	Highly Competent
3	2.51-3.50	Sometimes (SO)	Moderately Competent
2	1.51-2.50	Seldom (SE)	Less Competent
1	1.0-1.50	Never (N)	Incompetent

Supporting these findings, research shows that familiarity with school policies leads to more consistent and equitable discipline implementation, fostering trust and reducing student anxiety (Lai, 2021). Group-oriented teaching approaches have also been shown to increase learner engagement and reduce behavioral issues when tailored to students' interests and strengths (Mendoza & Ferrer, 2022). Furthermore, maintaining anti-bullying practices creates a safer emotional environment, increasing learner participation and focus (Khamis, 2021).

On the other hand, the lowest mean score of 3.63 for the statement, "I have adequate knowledge and skills in handling occurrences of misbehavior likewise contribute to a trouble prone setting," suggests that while teachers generally manage misbehavior well, there may be a need for more specialized training or support in addressing complex behavioral issues. The next lowest mean scores were 3.64 for "I am calm in the midst an untoward behavior can ensure an acceptable solution for all," and 3.67 for "I document disruptive behaviors." These findings imply that although teachers attempt to respond constructively to disruptive incidents, there may be gaps in emotional regulation under pressure or in systematically tracking and documenting behavioral patterns for long-term solutions.

These lower scores are supported by studies that emphasize the need for sustained training in managing misbehavior, particularly in classrooms with high levels of emotional or behavioral challenges (Sevier, 2021). Additionally, maintaining calm and control during disruptions is a skill that can be developed through reflective practice and coaching, contributing to more effective resolution of conflicts (Smith & Peterson, 2020). Lastly, proper documentation of disruptive behaviors is critical in identifying recurring issues and collaborating with stakeholders to address learner needs more comprehensively (Ferrer & Salazar, 2021). Strengthening these areas will further enhance the capacity of teachers to manage their classrooms effectively and equitably.

The physical environment of a classroom plays a crucial role in supporting effective teaching and learning. Classroom management in this area involves organizing the space to ensure safety, accessibility, and functionality, as well as creating an atmosphere that is welcoming and conducive to learners' engagement. Teachers who effectively manage the physical environment arrange seating strategically, maintain cleanliness and order, display relevant learning materials, and ensure that resources are easily accessible. A high level of practice in this domain reflects a teacher's ability to create a structured, inclusive, and stimulating learning space. This section evaluates the extent to which teachers apply effective physical environment management as part of their overall classroom management strategies. Table 7 demonstrates the level of teachers' classroom management in terms of physical environment practices.

The overall mean score of 3.73, which corresponds to "Often", reflects a high level of competence in managing the physical learning environment. This score suggests that teachers frequently maintain safe, orderly, and stimulating classroom environments conducive to both academic learning and social-emotional development. The high rating indicates that teachers understand the importance of classroom design, organization, and safety in fostering effective learning experiences.

This overall strong rating signifies that teachers are committed to creating physical environments that support learner engagement, comfort, and interaction. A well-maintained and child-centered learning space not only enhances attention and participation but also contributes to the emotional well-being of learners. According to educational studies, physical environments that are clean, safe, and developmentally appropriate play a significant role in learners' cognitive and behavioral outcomes (Ferrer & Salazar, 2021; Khamis, 2021).

Table 7. Level of teachers' classroom management in terms of physical environment practices

NO.	INDICATORS	Mean	Descriptive Rating	Qualitative Interpretation
1	I maintain clean, well-lighted, well ventilated, noise free and fresh classroom.	3.81	Often	Highly Competent
2	I maintain a safe physical environment of high quality, foster positive attitudes and motivations related to learners' ability, academic achievement, and prosocial behavior.	3.78	Often	Highly Competent
3	Classroom displays must be positioned appropriately, to make the room look spacious and orderly.	3.77	Often	Highly Competent
4	During class hours I observe proper lighting and ventilation must be provided and maintain.	3.74	Often	Highly Competent
5	I arrange well the furniture such as chairs and tables for demonstrations.	3.72	Often	Highly Competent
6	I consider the physical environment a safe place where curious, overactive, and energetic children are always on the go.	3.71	Often	Highly Competent
7	I use instruments and devices and must be returned to their proper places.	3.69	Often	Highly Competent
8	I design my classroom by organizing its spaces, furnishings, and materials to maximize the learning opportunities and the engagement of every child.	3.69	Often	Highly Competent
9	I create a well-arranged environment should enhance children's development through learning and play.	3.68	Often	Highly Competent
10	I choose the right size of the chair that would depend on the students' size if they kept on a large desk or a smaller one, they would feel uncomfortable, and their movements will be affected.	3.65	Often	Highly Competent
Overall Mean		3.73	Often	Highly Competent

Legend:

Numerical Rating	Range	Descriptive Rating	Qualitative Interpretation
5	4.51-5.0	Always (A)	Very Highly Competent
4	3.51-4.50	Often (O)	Highly Competent
3	2.51-3.50	Sometimes (SO)	Moderately Competent
2	1.51-2.50	Seldom (SE)	Less Competent
1	1.0-1.50	Never (N)	Incompetent

The highest mean score of 3.81 for the statement, “I maintain clean, well-lighted, well-ventilated, noise-free, and fresh classroom,” highlights teachers’ diligence in keeping their classrooms conducive to learning. A clean and physically comfortable classroom reduces distractions and promotes focus. The second-highest mean score of 3.78 for the statement, “I maintain a safe physical environment of high quality, foster positive attitudes and motivations related to learners’ ability, academic achievement, and prosocial behavior,” indicates that teachers not only consider physical aspects but also link environmental quality to learner outcomes. Additionally, the mean score of 3.77 for “Classroom displays must be positioned appropriately, to make the room look spacious and orderly,” reflects teachers’ attention to aesthetics and functionality, which supports an organized and visually engaging space.

These findings are supported by research showing that physical classroom conditions—such as cleanliness, lighting, and display organization—significantly impact learner attention, behavior, and academic performance (Johnson & Reyes, 2021). Moreover, a physically safe environment correlates with increased learner motivation and a reduction in behavioral issues (Smith & Peterson, 2020). Proper arrangement and thoughtful use of displays also help learners process information better and create a welcoming space that promotes a sense of ownership and pride in the classroom (Mendoza & Ferrer, 2022).

The lowest mean score of 3.65 for the statement, “I choose the right size of the chair that would depend on the students’ size if they kept on a large desk or a smaller one, they would feel uncomfortable, and their movements will be affected,” suggests that there may be limitations in providing ergonomically appropriate furniture for all learners, which can impact comfort and mobility. The next lowest scores of 3.68 for “I create a well-arranged environment should enhance children's development through learning and play,” and 3.69 for “I use instruments and devices and must be returned to their proper places,” indicate areas where consistency and reinforcement might still be needed in classroom arrangement and material management.

These areas for improvement are echoed in research emphasizing the importance of ergonomic design in supporting concentration, physical health, and active participation (Sevier, 2021). Ensuring that furniture matches learners’ sizes contributes to comfort and minimizes distractions due to physical discomfort. Furthermore, studies have shown that classrooms that integrate purposeful play and structured organization foster better developmental outcomes and social interactions (Baco, 2020). Finally, consistent practices in using and returning instructional materials enhance responsibility among learners and maintain order in the learning space (Lai, 2021). Addressing these areas will further strengthen the learning environment and improve overall classroom functionality.

Classroom Routine Practices

Classroom routines are essential in establishing consistency, structure, and predictability in the learning environment. Effective teachers implement clear and well-established routines for daily tasks such as taking attendance, distributing materials, transitioning between activities, and handling learners’ inquiries. These routines help minimize disruptions, maximize instructional time, and promote learners’ independence and responsibility. Table 8 shows the level of teachers’ classroom management in terms of classroom routine practices.

The overall mean score of 3.64, which corresponds to “Often”, reflects a high level of competence in classroom management practices, particularly in managing routines, time, and behavioral systems. This result indicates that teachers consistently implement effective classroom structures and strategies to create orderly, engaging, and productive learning

environments. The overall high rating demonstrates that teachers are intentional in setting expectations, managing time efficiently, and guiding learner behavior positively.

Table 8. Level of teachers' classroom management in terms of classroom routine practices

NO.	INDICATORS	Mean	Descriptive Rating	Qualitative Interpretation
1	I make class time more enjoyable and productive.	3.75	Often	Highly Competent
2	I taught carefully to my student the classroom routines and procedures.	3.70	Often	Highly Competent
3	I prepare myself for some interruptions such as; announcements, meetings, and visitors.	3.69	Often	Highly Competent
4	Set clear classroom routines and expectations.	3.65	Often	Highly Competent
5	Determine how I will reward positive behavior.	3.65	Often	Highly Competent
6	I delegate administrative task to learners when possible.	3.61	Often	Highly Competent
7	I practice reward system inside my classroom	3.61	Often	Highly Competent
8	I begin and end the class day or period on time.	3.58	Often	Highly Competent
9	I make clear rules and procedures on the distributions and collections of materials, storage of common materials, my desk and storage areas, learners desk and storage areas, the use of the pencil sharpener.	3.57	Often	Highly Competent
10	I allow time to shift to the next activity, to create a routine for the last five minutes of the day.	3.56	Often	Highly Competent
Overall Mean		3.64	O	Highly Competent

Legend:

Numerical Rating	Range	Descriptive Rating	Qualitative Interpretation
5	4.51-5.0	Always (A)	Very Highly Competent
4	3.51-4.50	Often (O)	Highly Competent
3	2.51-3.50	Sometimes (SO)	Moderately Competent
2	1.51-2.50	Seldom (SE)	Less Competent
1	1.0-1.50	Never (N)	Incompetent

This strong overall rating signifies that teachers value the importance of routine and structure in creating smooth transitions, reducing disruptions, and enhancing instructional time. Consistent routines and well-managed classrooms lead to improved learner focus, a sense of security, and higher engagement. According to studies, strong classroom management directly contributes to learner achievement and socio-emotional development (Khamis, 2021; Smith & Peterson, 2020).

The highest mean score of 3.75 for the statement “I make class time more enjoyable and productive” emphasizes the teacher’s commitment to creating a learning atmosphere that balances fun with academic rigor. Enjoyable and productive class time helps maintain learner motivation and minimizes behavioral issues. The second highest score of 3.70 for “I taught carefully to my student the classroom routines and procedures” reflects that teachers take the time to explicitly train learners on routines,

which fosters independence and smoother class transitions. The mean score of 3.69 for “I prepare myself for some interruptions such as announcements, meetings, and visitors” shows a high level of preparedness and flexibility, enabling teachers to maintain classroom flow even amidst external disruptions.

These findings are supported by research indicating that when teachers create enjoyable yet structured environments, learners are more likely to stay engaged and motivated (Aghil, 2022). Explicit instruction in routines promotes learner autonomy and reduces instructional time lost to confusion or misbehavior (Mendoza & Ferrer, 2022). Additionally, effective time management, including anticipating and preparing for interruptions, helps sustain instructional momentum (Sevier, 2021).

The lowest mean score of 3.56 for the statement “I allow time to shift to the next activity, to create a routine for the last five minutes of the day” suggests that transitions and end-of-day routines may be an area for improvement. A lack of structured closure can lead to confusion or missed opportunities for reflection. The second lowest score of 3.57 for “I make clear rules and procedures on the distributions and collections of materials, storage of common materials, my desk and storage areas, learners’ desk and storage areas, the use of the pencil sharpener” indicates a need for more explicit organization systems to maximize efficiency. The mean score of 3.58 for “I begin and end the class day or period on time” implies that although time management is generally practiced, further consistency could enhance instructional time use.

Research emphasizes the value of structured transitions in helping learners refocus and prepare for subsequent tasks (Baco, 2020). Creating consistent end-of-day routines supports learner reflection, reinforces expectations, and provides closure to the learning experience (Lai, 2021). Additionally, maintaining organized systems for materials improves classroom efficiency and minimizes downtime, allowing teachers and learners to maximize every minute for learning (Ferrer & Salazar, 2021).

Summary on the Level of Teachers’ Classroom Management

The overall level of teachers’ classroom management reflects their effectiveness in creating structured, engaging, and supportive learning environments. Based on the assessment across key domains—time management, classroom discipline, physical environment, and classroom routines—teachers generally demonstrate a commendable level of proficiency. They show consistent practices in maintaining order, organizing classroom space, establishing routines, and managing instructional time efficiently. These competencies contribute significantly to student engagement, academic performance, and classroom harmony. However, continuous professional development and support are essential to further enhance these skills and adapt to the evolving needs of learners. Table 9 elucidates the summary on the level of teachers’ classroom management.

The overall mean score of 3.70, which corresponds to “Often”, reflects a high level of competence in teachers’ overall classroom management practices. This indicates that teachers are consistent and effective in applying management strategies that promote a conducive learning environment. The high score suggests that teachers are generally adept at handling classroom routines, managing time, maintaining discipline, and ensuring a physically organized and safe classroom. These areas of classroom management are vital to creating a structured environment where learners can thrive academically and socially.

Table 9. Summary on the Level of Teachers’ Classroom Management

NO.	INDICATORS	Mean	Descriptive Rating	Qualitative Interpretation
1	Time Management Practices	3.74	Often	Highly Competent
2	Physical Environment Practices	3.73	Often	Highly Competent
3	Classroom Discipline Practices	3.70	Often	Highly Competent
4	Classroom Routine Practices	3.64	Often	Highly Competent
Overall Mean		3.70	Often	Highly Competent

Legend:

Numerical Rating	Range	Descriptive Rating	Qualitative Interpretation
5	4.51-5.0	Always (A)	Very Highly Competent
4	3.51-4.50	Often (O)	Highly Competent
3	2.51-3.50	Sometimes (SO)	Moderately Competent

2	1.51-2.50	Seldom (SE)	Less Competent
1	1.0-1.50	Never (N)	Incompetent

This strong rating underscores that teachers demonstrate a comprehensive understanding of the essential components of classroom management. Their practices contribute to a positive and productive atmosphere that facilitates student learning and engagement. As supported by educational literature, consistent and competent classroom management practices are linked to increased learner performance, improved behavior, and enhanced teacher satisfaction (Khamis, 2021; Smith & Peterson, 2020).

The highest mean score of 3.74 for the indicator “Time Management Practices” highlights that teachers excel at efficiently using instructional time. This includes beginning and ending lessons on time, transitioning smoothly between activities, and minimizing time lost to distractions. Effective time management ensures that learners remain engaged and that instructional goals are met within the allocated time. The second highest score of 3.73 under “Physical Environment Practices” reflects teachers' competence in organizing and maintaining a safe, clean, and stimulating classroom. A well-arranged and inviting environment encourages student focus and participation. The third highest score of 3.70 for “Classroom Discipline Practices” indicates that teachers apply consistent and fair strategies to address behavior, helping to build a respectful and orderly classroom climate.

These findings align with research that highlights how effective time management increases instructional efficiency and learner outcomes (Sevier, 2021). A well-maintained physical environment is known to support learners' emotional and cognitive development (Aghil, 2022). Similarly, clear and consistent discipline policies foster mutual respect and encourage positive behaviors among learners (Baco, 2020).

The lowest mean score of 3.64 for the indicator “Classroom Routine Practices” suggests that while teachers are competent in this area, there may be room for improvement in consistently implementing classroom routines. This includes setting expectations, reinforcing procedures, and building habits that support smooth daily operations. Inconsistent routines can lead to learner uncertainty, which may disrupt flow and focus during instruction.

Research supports the importance of classroom routines in establishing a sense of predictability and order, especially for young or diverse learners (Ferrer & Salazar, 2021). When routines are explicitly taught and reinforced, learners are more likely to feel secure, independent, and motivated (Lai, 2021). Enhancing routine practices may therefore further strengthen the overall classroom management approach and contribute to even better teaching and learning outcomes.

Descriptive Analysis of Teachers' Ancillary Practices

Ancillary practices refer to the additional responsibilities and tasks that teachers perform beyond their core instructional duties, such as coordinating school events, managing records, leading committees, or facilitating extracurricular activities. These roles are vital in supporting the overall functioning of the school and enhancing the educational experience for learners. This descriptive analysis examines the extent of teachers' involvement in ancillary tasks, highlighting their commitment, time management, and ability to balance instructional and non-instructional responsibilities. The findings provide insight into how effectively teachers integrate these roles into their professional practice and contribute to the broader school community.

Extracurricular Ancillary Functions

Teachers' involvement in extracurricular ancillary functions plays a key role in supporting learners' holistic development beyond the academic curriculum. These functions include coaching sports teams, advising learners' clubs, organizing school events, and mentoring learners in various non-academic pursuits. Teachers who actively engage in these activities demonstrate dedication, leadership, and the ability to foster learner's talents and interests. A high level of participation in extracurricular functions reflects a teacher's commitment to building a vibrant school community and enhancing learners' engagement. This section evaluates the extent to which teachers contribute to extracurricular activities as part of their ancillary responsibilities. Table 10 discusses the level of teachers' ancillary practices in terms of extracurricular ancillary functions.

The overall mean score of 3.67, which corresponds to “Often”, reflects a high level of practice in terms of teachers' extracurricular ancillary functions. This score signifies that teachers are highly involved in extracurricular responsibilities beyond

their core teaching duties. These functions include managing parent consultations, coordinating school-community programs, coaching learners in various competitions, and maintaining linkages with external stakeholders. Such active engagement highlights the teachers' commitment to holistic learner development and the school's broader mission.

This overall strong rating indicates that teachers demonstrate a deep understanding of the importance of extracurricular involvement in enriching the educational experience of learners. Their willingness to take on these responsibilities contributes to the overall development of the learners, strengthens school-community ties, and promotes a culture of collaboration and service. According to Khamis (2021) and Ferrer & Salazar (2021), teachers who actively engage in ancillary functions often contribute to stronger learner motivation, increased parental involvement, and enhanced school performance.

Table 10. Level of teachers' ancillary practices in terms of extracurricular ancillary functions

NO.	INDICATORS	Mean	Descriptive Rating	Qualitative Interpretation
1	Manages parent consultation	3.75	Often	Highly Practiced
2	Serves as girl/boy scout coordinator	3.72	Often	Highly Practiced
3	Takes charge of parent-school linkages and activities	3.73	Often	Highly Practiced
4	Takes on coaching of sports activities	3.61	Often	Highly Practiced
5	Manages community involvement programs/activities of the school	3.67	Often	Highly Practiced
6	Coaches in non-academic contests	3.65	Often	Highly Practiced
7	Serves as liaison to Government Organizations and Non-government Organizations	3.55	Often	Highly Practiced
Overall Mean		3.67	Often	Highly Practiced

Legend:

Numerical Rating	Range	Descriptive Rating	Qualitative Interpretation
5	4.51-5.0	Always (A)	Very Highly Practiced
4	3.51-4.50	Often (O)	Highly Practiced
3	2.51-3.50	Sometimes (SO)	Moderately Practiced
2	1.51-2.50	Seldom (SE)	Less Practiced
1	1.0-1.50	Never (N)	Not Practiced at All

The highest mean score of 3.75 for the indicator "Manages parent consultation" shows that teachers prioritize effective communication and collaboration with parents. By frequently consulting with parents, teachers help align home and school efforts to support learner growth. The next highest score of 3.73 for "Takes charge of parent-school linkages and activities" reflects the teachers' active role in fostering strong connections between families and the school. Such partnerships are crucial in creating a supportive learning environment. Similarly, a score of 3.72 for "Serves as girl/boy scout coordinator" indicates a strong commitment to character-building programs that teach learners values like leadership, discipline, and teamwork.

Research has consistently shown that parent-teacher communication leads to improved learner outcomes and behavior (Smith & Peterson, 2020). Likewise, participation in scouting and other character-building programs enhances learners' civic responsibility and interpersonal skills (Aghil, 2022). When teachers facilitate parent-school linkages, it also strengthens the sense of shared responsibility between educators and families (Baco, 2020).

On the other hand, the lowest mean score of 3.55 for the indicator "Serves as liaison to Government Organizations and Non-government Organizations" suggests that while teachers are involved in these functions, there may be fewer opportunities or less structured systems for consistent collaboration with external agencies. A slightly higher score of 3.61 for "Takes on coaching of sports activities" indicates that while teachers do contribute to sports development, this area might require more support or time allocation. The score of 3.65 for "Coaches in non-academic contests" suggests that although coaching is practiced, the demands of academic duties might limit the extent of involvement.

Studies have emphasized the importance of community partnerships in providing broader support and resources to schools (Sevier, 2021). Strengthening coordination with NGOs and government agencies could lead to more sustainable programs that benefit both learners and the school. Additionally, further support for teachers who coach sports or non-academic contests could enhance school spirit and learner engagement in diverse talents beyond the classroom (Lai, 2021).

Co-curricular Ancillary Functions

Co-curricular ancillary functions are activities that complement the academic curriculum and contribute to learners' overall development. These include guiding learners' research projects, facilitating academic clubs, leading field trips, and organizing academic competitions. Teachers who actively participate in co-curricular activities demonstrate a strong commitment to fostering intellectual curiosity, critical thinking, and a well-rounded education for their learners'. A high level of engagement in these co-curricular functions indicates a teacher's dedication to enriching the learning experience and promoting learners' academic and personal growth. This section assesses the degree to which teachers participate in co-curricular ancillary functions as part of their broader professional responsibilities. Table 11 portrays the level of teachers' ancillary practices in terms of co-curricular ancillary functions.

Table 11. Level of teachers' ancillary practices in terms of co-curricular ancillary functions

NO.	INDICATORS	Mean	Descriptive Rating	Qualitative Interpretation
1	Takes on classroom advisorship	3.73	Often	Highly Practiced
2	Takes on subject coordinatorship	3.72	Often	Highly Practiced
3	Assesses and collaborates with fellow teachers and school heads on school's instructional activities and programs	3.71	Often	Highly Practiced
4	Takes on club advisorship/moderatorship	3.67	Often	Highly Practiced
5	Takes on inter-school academic related activities as committee head/member	3.58	Often	Highly Practiced
6	Assigned as grade level coordinator	3.54	Often	Highly Practiced
7	Assigned as ICT and LIS coordinator	3.44	Sometimes	Moderately Practiced
Overall Mean		3.63	Often	Highly Practiced

Legend:

Numerical Rating	Range	Descriptive Rating	Qualitative Interpretation
5	4.51-5.0	Always (A)	Very Highly Practiced
4	3.51-4.50	Often (O)	Highly Practiced
3	2.51-3.50	Sometimes (SO)	Moderately Practiced
2	1.51-2.50	Seldom (SE)	Less Practiced
1	1.0-1.50	Never (N)	Not Practiced at All

The overall mean score of 3.63, which corresponds to "Often", reflects a high level of practice in terms of teachers' co-curricular ancillary functions. This score signifies that teachers actively assume responsibilities that complement and enhance the instructional goals of the school. These functions include classroom and club advisorships, subject coordination, and participation in academic-related programs and committees. The overall high rating highlights the teachers' commitment to supporting the academic development and holistic growth of learners beyond the formal curriculum.

This consistent level of engagement suggests that teachers understand the value of co-curricular roles in strengthening school operations, ensuring the continuity of instructional programs, and fostering a well-rounded learning environment. These practices demonstrate teachers' initiative, leadership, and willingness to collaborate with colleagues in driving the school's academic goals. According to Ferrer & Salazar (2021), effective involvement in co-curricular functions is associated with improved learner performance, stronger teacher collaboration, and enhanced school effectiveness.

The highest mean score of 3.73 for the indicator "Takes on classroom advisorship" underscores the teachers' dedication to managing and mentoring their advisory classes. Classroom advisers play a key role in shaping learners' academic and

behavioral growth, and their frequent engagement in this role reflects strong learner support. The indicator “Takes on subject coordinatorship” with a mean score of 3.72 shows that teachers also contribute to curriculum planning and subject area improvements. Similarly, the indicator “Assesses and collaborates with fellow teachers and school heads on school’s instructional activities and programs” scored 3.71, signifying strong teamwork and professional collaboration in achieving instructional goals.

Studies suggest that classroom advisorship strengthens teacher-learner relationships and provides a consistent channel for guiding learners academically and emotionally (Khamis, 2021). Subject coordination, on the other hand, enhances subject delivery and consistency across grade levels. Likewise, teacher collaboration on instructional programs fosters shared ownership of learning outcomes, leading to improved teaching practices and learner achievement (Smith & Peterson, 2020).

Meanwhile, the lowest mean score of 3.44 for the indicator “Assigned as ICT and LIS coordinator”—rated as “Sometimes” and “Moderately Practiced”—indicates a relatively lower level of engagement in this specific technical role. This may be due to limited training, heavy workloads, or the technical nature of ICT and LIS coordination that may require specialized knowledge. The next lowest scores of 3.54 for “Assigned as grade level coordinator” and 3.58 for “Takes on inter-school academic related activities as committee head/member” suggest that while these roles are practiced, they may not be consistently assigned to all teachers, possibly due to administrative constraints or overlapping responsibilities.

Research shows that effective ICT and LIS management supports digital literacy and efficient data handling in schools (Sevier, 2021). Increasing support and capacity-building in this area could enhance teachers’ confidence and participation in ICT-related tasks. Furthermore, encouraging broader involvement in inter-school activities and leadership roles like grade-level coordination could further empower teachers and diversify leadership within the school (Aghil, 2022).

Summary of the Teachers’ Ancillary Practices

Teachers’ ancillary practices encompass a broad range of activities beyond direct instruction that significantly contribute to the overall school environment and learners’ development. These practices include involvement in extracurricular functions, such as coaching sports or advising clubs, as well as co-curricular activities like guiding academic projects and organizing school events. Teachers who actively participate in these roles demonstrate a high level of commitment to learners’ growth, school community engagement, and the promotion of a well-rounded education. The level of involvement in these ancillary practices reflects teachers’ dedication to enhancing both the academic and extracurricular aspects of learners’ lives, ultimately a supportive and enriching school environment. Table 12 explains the summary of the

The overall mean score of 3.65, which corresponds to “Often”, reflects a high level of practice in terms of teachers’ ancillary functions, both extracurricular and co-curricular. This score signifies that teachers are actively engaged in roles beyond classroom instruction, demonstrating their commitment to fostering holistic learner development and supporting school-wide programs. The consistent high rating implies that teachers perceive these responsibilities as integral parts of their professional duties and contribute meaningfully to the overall functioning of the school.

Teachers’ Ancillary Practices.

Table 12. Summary of the Teachers’ Ancillary Practices

NO.	INDICATORS	Mean	Descriptive Rating	Qualitative Interpretation
1	Extracurricular Ancillary	3.67	Often	Highly Practiced
2	Co-curricular Ancillary	3.63	Often	Highly Practiced
Overall Mean		3.65	Often	Highly Practiced

Legend:

Numerical Rating	Range	Descriptive Rating	Qualitative Interpretation
5	4.51-5.0	Always (A)	Very Highly Practiced
4	3.51-4.50	Often (O)	Highly Practiced

3	2.51-3.50	Sometimes (SO)	Moderately Practiced
2	1.51-2.50	Seldom (SE)	Less Practiced

This level of engagement highlights the teachers' dedication not only to teaching but also to supporting learners in various developmental domains. These ancillary roles—ranging from coaching, parent consultations, community involvement, to classroom advisorship and subject coordination—indicate the teachers' leadership, initiative, and collaboration. Research suggests that active teacher participation in ancillary functions enhances school performance, learner motivation, and community engagement (Ferrer & Salazar, 2021; Baco, 2020).

The highest mean score of 3.67 for the Extracurricular Ancillary function category indicates that teachers are particularly involved in managing and facilitating school-community linkages, coaching, and organizing learner-centered activities outside the academic curriculum. This includes roles such as serving as scout coordinators, sports coaches, and liaisons to community stakeholders. Their high level of involvement reflects their willingness to go beyond academic duties to promote learner growth, social skills, and civic responsibility.

According to Khamis (2021), extracurricular engagement by teachers contributes significantly to learners' holistic development and improves school-community relationships. Participation in these areas often fosters a positive school culture and enhances the learners' sense of belonging and identity. Additionally, Smith & Peterson (2020) note that teachers who manage extracurricular activities tend to develop stronger relationships with learners and parents, which positively influences learner behavior and achievement.

Meanwhile, the mean score of 3.63 for Co-curricular Ancillary functions, while still considered "Highly Practiced," was the lowest among the two categories. This score suggests that although teachers regularly participate in co-curricular responsibilities such as classroom and club advisorships, subject coordination, and academic events, their involvement may vary depending on expertise, availability, or assignment rotation. In particular, as noted in the preceding table, roles requiring specialized skills like ICT and LIS coordination were practiced to a lesser extent.

Studies indicate that co-curricular responsibilities strengthen academic programming and help sustain quality instructional practices when properly supported (Aghil, 2022). Increasing training and support in specialized roles such as ICT may encourage wider participation. Furthermore, structured rotation and recognition of teacher contributions can promote equity and sustainability in handling co-curricular duties (Sevier, 2021).

Correlation Analysis of Communication Style, Collaborative School Culture, and Job Satisfaction of the Teachers

In order to assess the degree or strength of relationship between continuous variables explored in this research, Pearson Product-Moment Correlation was used. More specifically, Pearson correlation was analyzed to find out the relationship between the dependent variables which is the teachers' ancillary practices and the independent variables namely: 21st century attributes of teachers, and teachers' classroom management.

The result is presented in matrix of Table 13 are the Pearson correlation coefficients and the significance value as reflected on scores reported by the elementary teachers as research participants in Don Carlos I District, Division of Bukidnon. As shown in the table, significant relationships between teachers' ancillary practices, 21st century attributes of teachers, and teachers' classroom management.

21st Century Attributes of the Teachers

A significant correlation between teachers' ancillary practices and their 21st century attributes, with a Pearson correlation coefficient (r-value) of 0.661 and a p-value of 0.00. This indicates a significant relationship, suggesting that as teachers engage more actively in ancillary practices, they also demonstrate higher levels of 21st century attributes. Specifically, the correlation is

notable for both professional attributes ($r = 0.658$) and personal attributes ($r = 0.629$), with all correlations significant at the 0.01 level.

A significant correlation between ancillary practices and professional attributes highlights the multifaceted roles teachers play. Engaging in various ancillary functions, such as coordinating extracurricular activities, enhances teachers' competencies and aligns with the idea that teachers must embody qualities essential for 21st century education, including adaptability, collaboration, and effective communication (Salise et al., 2021). Moreover, the positive link with personal attributes suggests that teachers who are more involved in ancillary activities also exhibit traits like empathy and enthusiasm, which are crucial for fostering a supportive learning environment (Arañas, 2023).

Teachers' Ancillary Practices

This illustrates a similarly a significant correlation between teachers' ancillary practices and their classroom management skills, with an r -value of 0.698 and a p -value of 0.00. This significant correlation indicates that effective classroom management is closely linked to teachers' involvement in ancillary practices. Specific correlations include time management practices ($r = 0.661$), classroom discipline practices ($r = 0.629$), physical environment practices ($r = 0.658$), and classroom routine practices ($r = 0.650$), all of which are significant at the 0.01 level. Therefore, the null hypothesis that there is no significant relationship between teachers' ancillary practices and 21st century attributes of teachers, teachers' classroom management was rejected.

Table 13. Correlation between teachers' ancillary practices, 21st century attributes and their classroom management

INDEPENDENT VARIABLE	CORRELATION COEFFICIENT (r)	PROBABILITY
21 st Century Attributes	0.661	0.00**
Professional Attributes	0.658	0.00**
Personal Attributes	0.629	0.00**
Classroom Management	0.698	0.00**
Time Management Practices	0.661	0.00**
Classroom Discipline Practices	0.629	0.00**
Physical Environment Practices	0.658	0.00**
Classroom Routine Practices	0.650	0.00**

**Correlation is significant at the 0.01 level (2-tailed)

A significant relationship between ancillary practices and classroom management suggests that teachers who actively participate in extracurricular and co-curricular roles are better equipped to manage their classrooms effectively. This may be due to the skills developed through these roles, such as organization, leadership, and the ability to foster positive relationships with students (Dela Cruz, 2023). For instance, managing community involvement programs or coaching sports may enhance teachers' capabilities in creating a structured and supportive classroom environment. Thus, the significant correlations between teachers' ancillary practices and both 21st century attributes and classroom management highlight the critical role that these practices play in enhancing teachers' effectiveness. Promoting involvement in ancillary activities can lead to improvements in teaching quality and student engagement, ultimately fostering a more productive learning environment.

Moreover, these findings align with existing literature that emphasizes the importance of teachers' multitasking abilities and their impact on classroom dynamics. Teachers who are engaged in various ancillary roles often develop a broader skill set those aids in managing diverse classroom situations effectively (Salise et al., 2021).

Regression Analysis of Teachers' Ancillary Practices, 21st Century Attributes, and their Classroom Management

Multiple regression generally allows this study to model, explain and examine the relationship between multiple independent or multiple predictor variables and a dependent or criterion variable. As such, predictor variables included in the investigation were the following: a.) 21st century attributes of teachers which includes the professional attributes of a teacher, and

personal attributes of a teacher; b.) teachers' classroom management in the following aspects such as time management, classroom discipline, physical environment in the classroom, and classroom routine; and c.) teachers' ancillary practices in terms of extracurricular ancillary, and co-curricular ancillary. Table 14 gives information about the regression model of the study, estimating the impact of various, simultaneous influences upon a single dependent variable.

The results of a regression analysis examining the relationship between teachers' ancillary practices, 21st-century attributes, and their classroom management practices. The analysis provides unstandardized and standardized coefficients, t-values, and significance levels for each predictor variable, as well as the overall model summary. Time Management Practices, Classroom Routine Practices, and Personal Attributes are the independent variables, with the dependent variable being classroom management. The R value is 0.702, indicating a moderate to strong positive relationship between the predictors and classroom management. The R² value of 0.493 means that approximately 49.3% of the variance in classroom management is explained by these predictors. The F-statistic (80.357) with a significance value of 0.000 indicates that the regression model is statistically significant, meaning that the predictors significantly explain variation in classroom management.

Table 14. Regression Analysis of Teachers' Ancillary Practices, 21st Century Attributes, and their Classroom Management

INDICATORS	Unstandardized Coefficients		Standard Coefficients Beta	t	Sig.
	B	Std. Error			
(Constant)	.740	.196		3.769	.000
Time Management Practices	.276	.100	.252	2.770	.006
Classroom Routine Practices	.254	.083	.250	3.047	.003
Personal Attributes	.262	.093	.249	2.815	.005
R= .702		R ² =493	F=80.357	Sig.= .000	

The regression analysis results show that time management practices, classroom routine practices, and personal attributes all have statistically significant relationships with classroom management practices. The unstandardized coefficients (B) and their respective t-values provide insight into the strength and significance of these relationships.

The regression equation derived from the analysis further illustrates how these variables combine to predict teachers' ancillary practices: $Y1 = .740 + .276X1 + .254X2 + .262X3$, where Y1 represents teachers' ancillary practices, and X1 through X4 represent the predictor variables.

This model is illustrated:

$$Y1 = .740 + .276 X1 + .254 X2 + .262 X3$$

Where:

X₁ = Time Management Practices

X₂ = Classroom Routine Practices

X₃ = Personal Attributes

The Time Management Practices where the unstandardized coefficient for time management practices is 0.276, with a Beta value of 0.252. This suggests that for each unit increase in time management practices, there is a corresponding increase in classroom management by 0.276 units, holding other variables constant. The t-value of 2.770 and the p-value of 0.006 indicate that this relationship is statistically significant at the 0.05 level.

The Classroom Routine Practices have an unstandardized coefficient of 0.254 and a Beta value of 0.250, classroom routine practices also significantly impact classroom management. For every unit increase in classroom routine practices, classroom management improves by 0.254 units. The t-value of 3.047 and the p-value of 0.003 show this relationship is highly significant.

The Personal Attributes concludes the unstandardized coefficient for personal attributes is 0.262, with a Beta value of 0.249. This means that an increase in personal attributes by one unit leads to a 0.262 improvement in classroom management.

With a t-value of 2.815 and a significance value of 0.005, personal attributes also have a significant effect on classroom management practices.

The results of this regression analysis indicate that time management, classroom routines, and personal attributes play a crucial role in improving classroom management. Teachers who effectively manage their time, establish structured classroom routines, and exhibit strong personal attributes tend to have better control over their classroom environment.

The predictor of effective classroom management is time management practices, followed closely by classroom routine practices and personal attributes. This suggests that teachers who create well-structured and predictable classroom environments, where routines are clear, are likely to experience greater success in managing their classrooms.

Personal attributes, such as emotional intelligence, patience, and adaptability, are also significant in influencing classroom management. Teachers with strong personal attributes are likely to build positive relationships with their students, fostering an environment conducive to learning.

The moderate R^2 value of 0.493 implies that while these three predictors are important, other factors—such as teacher-student relationships, school environment, and external support systems—might also contribute to classroom management but were not included in this model.

Therefore, the null hypothesis that there is no variables, singly or in combination, best predict the ancillary practices of the teachers, was rejected.

The findings are consistent with existing studies and educational frameworks, particularly within the Philippine educational context. For instance, the Philippine Professional Standards for Teachers (PPST) emphasizes the importance of classroom management as a core competency. Domain 2 of the PPST, focused on learning environment, encourages teachers to develop effective classroom routines and manage instructional time efficiently (DepEd, 2017). Furthermore, research on teacher attributes suggests that emotional intelligence and self-regulation—as part of personal attributes—play a significant role in managing classroom dynamics effectively (Martinez-Pons, 2017).

This result underscores the critical role of effective time management in enabling teachers to fulfill their various ancillary responsibilities. Teachers who excel in managing their time can better allocate resources to additional tasks, such as organizing extracurricular activities and engaging with the community (Dela Cruz, 2023). A strong routine can streamline classroom management, thereby allowing teachers to allocate cognitive resources toward additional responsibilities beyond direct instruction (Colvin & Lazar, 2019).

The interpretation of this coefficient indicates that teachers with strong personal qualities are more motivated to participate in activities that benefit their students and the broader school community (Salise et al., 2021). Thus, the findings reveal that time management practices, classroom routines, and personal attributes are critical factors in enhancing teachers' ancillary practices. The significant coefficients, low p-values for each predictor, and the overall model's F-value and significance indicate a robust influence of these variables on ancillary engagement. These results align with existing literature emphasizing the necessity for teachers to effectively balance their multifaceted roles while maintaining high standards in their primary teaching duties (Arañas, 2023). Therefore, professional development initiatives targeting these areas could lead to improved teacher performance and greater involvement in ancillary functions, ultimately fostering a more supportive educational environment for students.

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This section contains the summary and critical discussions of the significant findings presented in relation to previously identified problem statements in the first chapter. Conclusions and recommendations are further offered by intent to generalize the results of the field of investigation.

Summary

This study aimed to examine various dimensions of teaching practices among educators in the Department of Education, specifically within the Don Carlos I District. It focused on assessing the level of teachers' 21st-century attributes, encompassing both professional and personal qualities; classroom management practices, including time management, discipline, physical

environment, and classroom routines; and ancillary functions in both extracurricular and co-curricular activities. Additionally, the study explored the significant relationships between teachers' ancillary practices, their 21st-century attributes, and classroom management skills, and sought to identify which of these variables, individually or in combination, serve as the best predictors of teachers' ancillary involvement. The research was conducted across eight elementary schools and two secondary schools in the district, with participants consisting of elementary and secondary school teachers for the academic year 2024–2025.

The study sought to describe the level of a.) 21st century attributes of teachers which includes the professional attributes of a teacher, and personal attributes of a teacher; b.) teachers' classroom management in the following aspects such as time management, classroom discipline, physical environment in the classroom, and classroom routine; c.) teachers' ancillary practices in terms of extracurricular ancillary, and co-curricular ancillary; d.) significant relationship between teachers' ancillary practices and 21st century attributes of teachers, and teachers' classroom management; e.) which of the variables, singly or in combination, best predict the ancillary practices of the teachers. The study was conducted in the Department of Education particularly in Don Carlos I District. It is composed of eight (8) elementary schools namely: Don Carlos Central Elementary School, Don Carlos Norte Elementary School, Sinangguyan Elementary School, Pinamaloy Elementary School, Kibatang Elementary School, Misalagan Elementary School, Manlamonay Elementary School and San Antonio East Elementary School; and (2) secondary school which consists of Kibatang National High School and Don Carlos National High School. The respondents of the study are the elementary and secondary school teachers for the academic year 2024-2025.

The 21st-century attributes of teachers, categorized into professional and personal domains, received consistently high ratings, signifying that these qualities are not only present but are actively and effectively demonstrated in their teaching practice. Professional attributes such as digital literacy, instructional innovation, and collaboration were found to be well-integrated into classroom routines and instructional strategies. Meanwhile, personal attributes—including adaptability, empathy, and resilience—were equally evident, reflecting the teachers' capacity to inclusive, learner-centered learning environments. The alignment of high descriptive ratings with qualitative interpretations underscores a strong and balanced presence of both competence and character. This overall readiness positions teachers to successfully navigate the evolving demands of modern education, support diverse learners, and contribute meaningfully to school improvement and innovation.

Time management practices recorded the highest mean among the classroom management domains, with a qualitative interpretation of *highly competent*, indicating that teachers are consistently effective in maximizing instructional time, managing smooth transitions, and minimizing distractions or time-wasting behaviors. This high level of efficiency reflects not only strong organizational skills but also a clear understanding of the importance of pacing and structure in maintaining learners' engagement and achieving learning objectives. Teachers' ability to allocate time purposefully and maintain classroom flow contributes to a more focused and productive learning environment. These findings highlight that effective time management serves as a cornerstone of broader classroom management practices, reinforcing teachers' overall competence in creating well-organized, learners'-centered classrooms that support academic success.

The teachers' involvement in ancillary practices, particularly in extracurricular and co-curricular activities, was rated *often*, with an interpretation of *highly practiced*, highlighting their strong engagement outside the traditional classroom setting. This involvement includes mentoring learners' organizations, guiding sports teams, organizing academic events, and supporting various school initiatives, all of which contribute to learners' personal growth and a well-rounded education. The consistent participation in these activities reflects a high level of commitment from teachers to nurture learners' development beyond academics, a sense of community, and provide enriching experiences that promote leadership, collaboration, and creativity. This widespread involvement indicates that teachers not only excel in their teaching roles but also play a pivotal part in enhancing the overall school culture, emphasizing their holistic approach to education.

Strong positive correlations were identified between teachers' ancillary practices and their 21st-century attributes, particularly the professional and personal qualities vital for success in modern education. Teachers who engage actively in ancillary roles, such as extracurricular and co-curricular activities, often demonstrate enhanced skills in communication, collaboration, adaptability, and leadership—key components of the 21st-century educator profile. Furthermore, a strong relationship was found between these ancillary practices and effective classroom management skills, suggesting that teachers who

take on additional responsibilities beyond the classroom are more likely to implement successful classroom management strategies. This connection indicates that the qualities developed through active participation in extracurricular and co-curricular activities, such as time management, organization, and empathy, translate into improved classroom dynamics, reinforcing the importance of a well-rounded teaching approach in fostering both student success and a positive learning environment.

The regression analysis revealed that time management practices, classroom routine practices, and personal attributes were significant predictors of teachers' engagement in ancillary functions, together accounting for a substantial portion of the variance in ancillary practices. This finding suggests that strengthening these specific areas—such as refining time management strategies, improving classroom routines, and cultivating personal qualities like adaptability and empathy—can enhance teacher effectiveness and, consequently, lead to better educational outcomes for learners'. Moreover, the analysis underscored the essential role of ancillary practices in creating a supportive and well-rounded learning environment. Teachers' active involvement in activities beyond direct instruction, such as extracurricular and co-curricular roles, not only enriches the educational experience but also fosters a stronger sense of community, learners' engagement, and holistic development. The study highlights how teachers' broader engagement contributes significantly to shaping a positive school culture and supporting student success both academically and personally.

Conclusions

The study concluded that teachers consistently exhibit strong 21st-century attributes—both professional and personal—alongside effective classroom management, particularly in time management and classroom routines. Their active involvement in ancillary activities reflects a holistic approach to education, enhancing both learner engagement and school culture. Significant relationships were found between ancillary practices, 21st-century attributes, and classroom management, with time management, personal attributes, and classroom routines identified as key predictors of ancillary engagement. These findings led to the rejection of the null hypotheses, highlighting the interconnectedness of these variables in promoting effective and well-rounded teaching. based from the findings, the conclusions were drawn.

The consistently high ratings of teachers' 21st-century attributes, spanning both professional and personal domains, highlight the strong and effective demonstration of these qualities in their teaching practices. Teachers were found to seamlessly integrate professional attributes such as digital literacy, instructional innovation, and collaboration into their classroom routines, while also exhibiting personal attributes like adaptability, empathy, and resilience, which are inclusive and learners'-centered learning environments. The alignment of high descriptive ratings with qualitative interpretations underscores a balanced presence of both competence and character, positioning teachers to meet the dynamic challenges of modern education. This readiness not only enhances their ability to support diverse learners but also enables them to contribute meaningfully to school improvement and the ongoing evolution of educational practices.

Time management practices are a key strength in teachers' classroom management, with high ratings indicating that teachers are highly competent in maximizing instructional time, managing transitions smoothly, and minimizing distractions. This efficiency not only showcases strong organizational skills but also highlights the teachers' understanding of the crucial role of pacing and structure in fostering learners' engagement and achieving learning goals. Effective time management plays a foundational role in broader classroom management strategies, ensuring a well-organized, focused, and productive learning environment that supports academic success and enhances overall teaching effectiveness.

The teachers' consistent and active involvement in ancillary practices, particularly extracurricular and co-curricular activities, demonstrates their strong commitment to learners' development beyond the classroom. Their widespread engagement reflects a holistic approach to education, where teachers significantly participate not only in academic instruction but also in a vibrant school community, promoting collaboration, creativity, and a sense of belonging among learners'. This involvement underscores the teachers' dedication to enhancing the overall school culture and supporting the diverse needs of their students.

The teachers' ancillary practices and their 21st-century attributes underscore the role of extracurricular and co-curricular involvement in enhancing key professional and personal qualities, such as communication, collaboration, adaptability, and leadership. Teachers who actively engage in these additional roles tend to exhibit improved classroom management skills,

suggesting that the qualities developed through these experiences, including time management, organization, and empathy, directly contribute to more effective teaching and better classroom dynamics. This highlights the importance of a well-rounded teaching approach, where teachers' involvement in ancillary practices not only supports learners' success but also a positive and productive learning environment. Therefore, the null hypothesis that there is no significant relationship between teachers' ancillary practices and 21st century attributes of teachers, teachers' classroom management was rejected.

The time management practices, classroom routine practices, and personal attributes are key predictors of teachers' engagement in ancillary functions, accounting for a significant portion of the variance in these activities. Strengthening these areas—such as improving time management, refining classroom routines, and cultivating personal qualities like adaptability and empathy—can enhance teacher effectiveness, leading to better educational outcomes. Furthermore, the findings emphasize their role of ancillary practices in a supportive, well-rounded learning environment. Teachers' involvement in extracurricular and co-curricular activities not only enriches the educational experience but also strengthens community, learners' engagement, and holistic development. Therefore, the null hypothesis that there is no variables, singly or in combination, best predict the ancillary practices of the teachers, was rejected.

Recommendations

In light of the study's findings, key areas for continued support and development among teachers have been identified. The consistently high ratings in 21st-century attributes, effective time management, and active participation in ancillary practices suggest a strong foundation for professional excellence. These results highlight the need for sustained efforts by school administrators to provide targeted professional development, foster a culture of collaboration, and encourage holistic teacher involvement. Strengthening these areas will not only enhance classroom management and instructional quality but also contribute to a more inclusive, engaging, and well-rounded educational experience for all learners. From the conclusions, the recommendations were drawn.

Based on the consistently high ratings of teachers' 21st-century attributes, the school administrators may continue to support and enhance both the professional and personal development of teachers. Providing ongoing professional development opportunities that focus on digital literacy, instructional innovation, and collaboration, alongside nurturing personal qualities such as adaptability, empathy, and resilience, can further strengthen teachers' ability to create inclusive, student-centered learning environments. Additionally, adhering a culture that encourages teachers to develop both competence and character will enable them to navigate the evolving challenges of modern education, better support diverse learners, and contribute meaningfully to school improvement and educational innovation.

Given the high ratings of time management practices, the school administrators continue to prioritize and support the development of teachers' time management skills. Professional development programs should focus on refining strategies for maximizing instructional time, managing transitions efficiently, and minimizing distractions to further enhance classroom organization and structure. Additionally, encouraging teachers to share best practices and collaborate on time management strategies can help create a more focused and productive learning environment. Strengthening time management practices will not only improve learners' engagement and academic success but also contribute to the overall effectiveness of classroom management, supporting a positive and organized educational experience.

Given the teachers' consistent and active involvement in ancillary practices, it is recommended that school administrators may continue to recognize and support teachers' engagement in extracurricular and co-curricular activities. Encouraging collaboration and facilitating teachers' involvement in school-wide initiatives will not only strengthen the school community but also promote a holistic approach to education. This support will further enhance teachers' ability to create a vibrant, inclusive, and well-rounded educational experience for students, contributing to their academic, personal, and social development.

In light of the strong positive correlations between teachers' ancillary practices and their 21st-century attributes, the school administrators may further encourage and support teachers' participation in extracurricular and co-curricular activities. Providing professional development opportunities that enhance communication, collaboration, adaptability, and leadership skills will not only benefit teachers personally and professionally but also contribute to more effective classroom management and

improved student outcomes. Additionally, provide an environment where teachers can integrate these qualities into their teaching will promote a well-rounded approach to education, enhancing both classroom dynamics and the overall learning experience. By supporting teachers in these ancillary roles, schools can cultivate a positive and productive learning environment that benefits students and enhances the teaching profession.

School administrators may prioritize professional development programs focused on enhancing time management, refining classroom routines, and cultivating personal attributes such as adaptability and empathy. Strengthening these areas will not only improve teachers' engagement in ancillary functions but also enhance their overall effectiveness, leading to better educational outcomes. Additionally, school administrators may continue to encourage and support teachers' involvement in extracurricular and co-curricular activities, as these practices consider a supportive, well-rounded learning environment that promotes community building, learners' engagement, and holistic development. By investing in these key areas, schools can further shape a positive school culture, improve teaching quality, and support learners' success both academically and personally.

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