
Research Article

Classroom Management Practices of Public and Private Elementary Teacher: A Comparative Study

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ABSTRACT

This study addresses the evident gap in comparative research by providing a detailed description and comparison of classroom management practices among public and private elementary teachers in Moncada, Tarlac. Focusing on dimensions of time management, conducive environment, instructional techniques, and classroom dynamics, it investigated whether significant differences exist between these groups, aiming to inform policy and improve interventions. The study employed a descriptive-comparative design, adapting a validated Teachers' Classroom Management Questionnaire, and included 50 respondents 25 teachers each from Moncada South Elementary School and Moncada Catholic School. Demographic profiles, frequency counts, and statistical differences were systematically analyzed, with an independent samples Mann-Whitney U Test used to evaluate the significance of differences at $\alpha=0.05$. Results reveal that most Moncada South Elementary School teachers have 5 to 9 years of service, have attended three relevant trainings, and hold master's degrees, while Moncada Catholic School teachers have similar years of service but usually attend more than five relevant trainings and hold bachelor's degrees. Both groups demonstrated excellent classroom management practices across all measured dimensions, and no statistically significant differences were found between public and private counterparts in time management, conducive environment, instructional techniques, or classroom dynamics. Given these outcomes, several actionable recommendations are proposed: launch targeted professional development programs with at least three workshops annually, focusing on differentiated instruction and technology integration; conduct quarterly collaborative training and peer demonstration sessions; implement mentorship for less-experienced teachers; facilitate annual benchmarking visits between schools; and establish a joint monitoring and evaluation system using standardized tools to sustain effective classroom management practices and ensure continual improvement.

Keywords: *instructional techniques, classroom dynamics, conducive learning environment, professional development, teacher training, time management*

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Introduction

Classroom management is a foundational aspect of quality teaching and learning, crucially influencing students' academic engagement and personal growth. Understanding how elementary teachers manage their classrooms in public and private settings helps illuminate disparities and best practices that optimize learning outcomes. This study investigates classroom management along four key dimensions: time management, creation of conducive learning environments, use of appropriate instructional techniques, and handling classroom dynamics. Additionally, it explores whether significant differences exist between the practices of public and private school teachers worldwide and within the Philippine context.

Internationally, literature from diverse regions highlights the multifaceted nature of classroom management. In America, Miller and Rodriguez's (2021) study, "Comparative Analysis of Classroom Management in US Public and Private Schools," found that private school teachers tend to implement more flexible time management and create more engaging classroom environments, aided by smaller class sizes and better resources. Akbulut and Sadık (2023), in "Strategies for Fostering a Positive Learning Environment in Elementary Classrooms," emphasize the importance of balancing structured schedules with a supportive atmosphere for maximizing student participation.

European studies align with these findings. Schneider and Müller (2022) in "Peer Interactions and Classroom Management in Germany" illustrate how German teachers prioritize collaborative classroom dynamics and structured environments to promote discipline and active learning. Evans and Hill (2022) showed in the United Kingdom's "Behavioral Interventions in UK Elementary Classrooms" that private institutions frequently employ varied instructional techniques and proactive behavioral styles enhancing classroom management effectiveness.

Russian research by Ivanov (2021), in "Classroom Management Techniques in Russian Primary Schools," highlights the role of transparent classroom rules and cultural

considerations in maintaining order and engagement. Similarly, Al-Qahtani's (2023) work, "Integrating Cultural Norms in Classroom Time Management in Saudi Schools," reflects the importance of aligning teaching schedules with cultural and religious practices, a factor influencing classroom dynamics in Middle Eastern public and private schools.

Studies from Singapore and Japan provide further insights into culturally responsive classroom management. Tan and Lee (2021) concluded in "Classroom Routines and Learning Environments in Singapore" that rigorous classroom schedules underpin a disciplined yet dynamic learning atmosphere. Yamamoto and Takahashi (2023) found through "Social Expectations and Classroom Dynamics in Japan" that respectful teacher-student interactions foster harmony and enhance engagement. Chong and Nakamura (2024), in their comparative study, "Instructional Innovation in Private Schools: Insights from Singapore and Japan," observed that private schools tend to adopt more varied instructional techniques promoting active learning.

In Southeast Asia, research in Thailand and China also highlights instructional adaptation and classroom environment as pivotal. Srisuwan and Suksa (2022), in "Teacher Adaptability in Thai Elementary Classrooms," emphasized differentiated instructional approaches and emotional support tailored to varied learner needs. Li and Wong (2023) documented how integration of technology and interactive teaching in China enhances student involvement and classroom atmosphere in their study, "Interactive Teaching Strategies for Effective Classroom Dynamics in China."

Comparative studies suggest notable differences in classroom management between public and private schools globally. Miller and Rodriguez (2021) demonstrated that private school teachers in the US show higher efficacy in managing instructional time and fostering positive environments due to better support systems. UK research by Clark and James (2022) in "Adaptive Teaching Practices in Private UK Schools" highlighted that private schools provide greater professional development, enabling more effective management of classroom behavior and instructional delivery.

In Germany, Fischer et al. (2024) found in "Collaborative Classroom Management in Germany: Differences Between Sectors" that private institutions encourage more student collaboration and proactive rules leading to more positive classroom dynamics. Similar findings in Russia and Saudi Arabia indicate private schools' greater autonomy in applying innovative and culturally sensitive classroom management techniques (Petrov & Al-Ghamdi, 2023).

Philippine studies reveal unique challenges and adaptations. Malingin et al. (2024), in "Examining Classroom Management Challenges and Adjusting Schemes of Primary School Teachers," highlighted teachers' ingenuity in managing limited resources while maintaining class discipline in public schools. Gabriiz (2023), in "Classroom Management Practices of Public Elementary School Teachers in San Manuel," demonstrated that despite workload pressures, teachers manage time through rotational duties and peer collaboration.

Impuesto (2024) emphasized the influence of class size and administrative support on classroom control in "Work Conditions and Classroom Management in the Philippines." Other studies documented the positive impact of teacher motivation and training on implementing appropriate instructional techniques and maintaining a conducive learning environment (Revelo, 2022; Santos, 2023).

Regional research in Tarlac province offers localized insight. De Guzman (2023), in "Classroom Resource Challenges and Strategies in Tarlac Public Schools," detailed how resource limitations affect time management and learning environment. Mendoza (2022) explored frequent disruptions in class time caused by varying attendance in "Time Management Issues among Elementary Teachers in Tarlac." Ramírez and Cruz (2024) investigated teacher-student relationships influencing discipline and motivation in "Classroom Climate and Teacher-Student Relations in Tarlac."

Despite the breadth of research, a gap remains in recent comprehensive studies comparing public and private elementary teachers' classroom management practices across the four stated dimensions globally and locally,

using recent data from 2020 to 2024. Moreover, nuanced comparisons incorporating multiple countries and provinces such as Tarlac are sparse.

This study aimed to fill this gap by providing a detailed description and comparison of classroom management practices of public and private elementary teachers with respect to time management, conducive environment, instructional techniques, and classroom dynamics. It further sought to explore whether significant differences exist between these groups, providing evidence to guide improved policies, teacher training, and classroom management interventions.

Statement of the Problem

The study sought to investigate the difference on classroom management practices between public and private elementary teachers in the Municipality of Moncada, Tarlac.

Specifically, the study aimed to provide answers to the following questions:

1. How are the respondents described in terms of:
 - 1.1. years in service;
 - 1.2. number of relevant trainings; and
 - 1.3. highest educational attainment?
2. How may the classroom management practices of public and private elementary teachers be described along:
 - 2.1. time management;
 - 2.2. conducive environment;
 - 2.3. appropriate instructional techniques; and
 - 2.4. classroom dynamics?
3. Is there a significant difference between the classroom management practices of public and private elementary teachers?

Null Hypothesis

There is no significant difference between the classroom management practices of public and private elementary teachers.

Theoretical Framework

The study was grounded in established classroom management theories that emphasized proactive and preventive strategies. Behaviorist principles, drawing from Skinner's work, highlighted how teachers planned and organized classroom routines and rules to

minimize student misbehavior and maximize instructional time. These methods focused on reinforcing positive behaviors and consistently managing consequences, which helped create a conducive learning environment essential for effective time management and student engagement (Jones & Jones, 2016; Skinner, 1953).

The study also utilized Kounin's classroom management theory, which emphasized the teacher's awareness and multitasking abilities to maintain smooth lesson flow and prevent disruptions. Concepts such as "with-it-ness" (the teacher's ability to know what's happening at all times), overlapping (handling multiple issues simultaneously), and momentum (maintaining lesson flow despite interruptions) underpin the effective management of instructional techniques and classroom dynamics (Kounin, 1970). These ideas helped the study examine how public and private elementary teachers organized instructional activities

to optimize student involvement and behavior management.

Lastly, the humanistic and democratic educational philosophies guided the understanding of the classroom environment and teacher-student interactions. Rooted in the works of Dewey and Rogers, these theories underscored the importance of building positive relationships and shared decision-making, fostering respectful and emotionally supportive classrooms. This helped explain how conducive environments and teacher empathy influenced both instructional approach and classroom dynamics, pertinent to exploring differences between public and private school teachers. Together, these frameworks provided a comprehensive foundation for analyzing classroom management practices along the dimensions of time management, environment, instructional techniques, and dynamics, answering the research questions of the study.

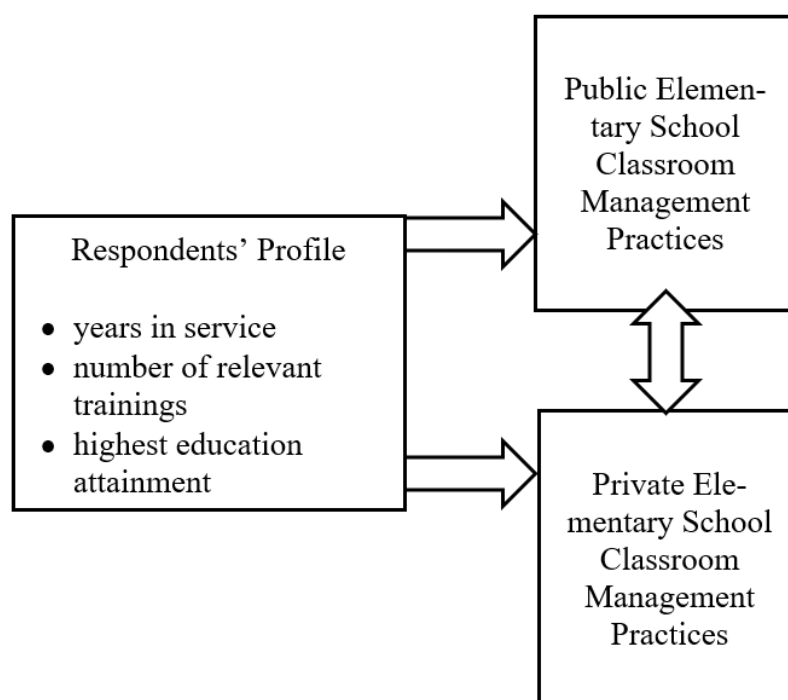


Figure 1. *Paradigm of the Study*

The study was grounded in the integrative principles of behaviorism, humanism, and democratic education. Behaviorism, founded by Skinner, emphasized that effective classroom management relied on structured routines, consistent rules, and reinforcement strategies that shaped student behavior and

optimized time management, leading to orderly and disciplined learning environments. Humanism complemented this by focusing on students' holistic needs, valuing emotional well-being and teacher-student relationships, which influenced conducive classroom environments and empathetic instructional

techniques. Lastly, democratic educational philosophy underscored the importance of involving students in decision-making processes to foster mutual respect, autonomy, and positive classroom dynamics. Together, these philosophies provided a comprehensive theoretical lens to analyze and compare how public and private elementary teachers managed classrooms, aligning instructional methods with learners' developmental and social needs while maintaining effective behavior and engagement.

The study logically flowed by first describing the respondents in terms of their years in service, number of relevant trainings attended, and highest educational attainment, providing a comprehensive profile that situated their classroom management practices within their background and professional readiness. It then examined the classroom management practices of the respondents by exploring four main aspects: time management, conducive classroom environment, appropriate instructional techniques, and classroom dynamics. Finally, the study aimed to determine if there were significant differences between public and private elementary teachers regarding these practices, facilitating a comparative analysis that could reveal variations due to institutional contexts or teacher qualifications.

Materials and Methods

This study used a descriptive-comparative design to describe and compare classroom management practices of public and private elementary teachers in Moncada, Tarlac, without manipulating variables. The research focused on Moncada South Elementary School (public) and Moncada Catholic School (private), which represent distinct administrative and resource contexts, and included 50 teachers 25 from each school to examine differences and similarities in naturally occurring classroom settings.

The study adapted the validated Teachers' Classroom Management Questionnaire (TCMQ), which contains 15 items measuring dimensions such as time management, conducive environment, instructional techniques, and classroom dynamics, and uses a 5 point Likert scale. After securing permission and informed consent, data were gathered through online and printed surveys, then analyzed using frequency counts, percentages, means, standard deviations, and an independent samples Mann-Whitney U test ($\alpha = 0.05$) to determine whether statistically significant differences existed between public and private teachers' classroom management practices.

Index	Limit of Index	Description	Interpretation
5	4.50 – 5.00	Always	Excellent
4	3.50– 4.49	Often	Good
3	2.50 – 3.49	Sometimes	Acceptable
2	1.50 – 2.49	Rarely	Fair
1	1.00 – 1.49	Never	Poor

Result and Discussion

Profile of the Respondents

Conceptually, the profile of the respondents refers to the collective demographic and personal characteristics of the study participants, including their background information such as age, gender, education, work experience, and other relevant socio-demographic factors that help contextualize the data and findings (Kim & Crimmins, 2020). Operationally, it is defined by the specific measurable attributes collected through surveys or questionnaires, such as age groups, marital status, highest educational attainment, and employment

details, which are quantitatively analyzed to describe who the respondents are in a given study (Kim & Crimmins, 2020).

Years in Service

This pertains to the total duration an individual has worked in a specific occupation or with an organization, reflecting experience and tenure (Cobrief.app, 2025). It often carries implications for seniority, career progression, and eligibility for benefits. Additionally it is measured as the number of complete years worked from the start date of employment

until the present or end date, recorded in employment records or respondent self-report,

and used in research to correlate experience with outcomes.

Table 1.
Years in Service

Indicator	Public Elementary School		Private Elementary School	
	Frequency	Percentage	Frequency	Percentage
25 years to 29 years	1	4.00	1	4.00
20 years to 24 years	2	8.00	1	4.00
15 years to 19 years	5	20.00	3	12.00
10 years to 14 years	2	8.00	4	16.00
5 years to 9 years	10	40.00	9	36.00
1 year to 4 years	5	20.00	7	28.00
Total	25	100	25	100

The data in Table 1 reveals that both public and private elementary schools have a considerable proportion of teachers with less than ten years of service, accounting for 60% of respondents in public and 64% in private schools. The highest concentration in both sectors can be seen in the "5 years to 9 years" category, indicating that the majority of classroom teachers are relatively early in their careers. Meanwhile, only a small percentage of teachers 4% have remained in service for more than 25 years, suggesting limited retention into the later stages of teaching careers.

The distribution in public and private schools is generally similar, though private schools have a slightly higher proportion of very early-career teachers (28% have served 1 to 4 years, compared to 20% in public schools). Conversely, public schools show a marginally greater percentage of mid-career teachers in the "15 years to 19 years" bracket (20% versus 12%). This might reflect differences in hiring practices, retention factors, or professional development opportunities between the two sectors.

National Center for Education Statistics indicate that K–12 school teachers in both public and private institutions averaged around 15 total years of teaching experience in the 2020–21 school year, aligning with the mid-career predominance observed in your dataset. Furthermore, international research similarly demonstrates that public school teachers often remain longer in service due to stronger career stability and clearer advancement pathways,

while private school teachers tend to be younger and have shorter average tenures, possibly due to differing employment conditions and contract structures.

Research by ERStrategies (2025) highlights rising turnover rates since the pandemic, especially among teachers with seven or fewer years of experience mirrored by your findings that these groups make up the largest share of both public and private institutions. Additionally, studies point out that schools serving higher poverty communities often public schools are more likely to have a larger proportion of novice teachers, reinforcing your data's emphasis on younger teacher cohorts.

Focusing specifically on Moncada South Elementary School (public) and Moncada Catholic School (private), the years in service profile suggests that both institutions rely heavily on early- and mid-career educators. At Moncada South, 60% of teachers have less than 10 years of experience, reflecting national trends for public schools and possibly pointing to ongoing renewal in staff and challenges in long-term retention. Moncada Catholic School's slightly higher share of teachers with fewer years in service (64%) may hint at a dynamic environment with frequent staff turnover, potentially resulting from contract conditions typical in the private sector or personal career mobility among private school educators. The near parity in long-serving teachers suggests that both schools have similar challenges in maintaining senior staff, and this

could impact continuity, mentorship, and institutional memory.

Number of Relevant Trainings

The number of relevant trainings denotes the count of professional development sessions, workshops, or courses attended that are directly related to the individual's job

responsibilities or skills enhancement (Fiveable.me, 2025). It indicates ongoing learning and skill acquisition. Moreover, this is measured by tallying the total trainings completed, verified through certificates, training logs, or self-reports, serving as a quantitative indicator of professional development.

Table 2.
Number of Relevant Trainings

Indicator	Public Elementary School		Private Elementary School	
	Frequency	Percentage	Frequency	Percentage
5 training attended and above	5	20.00	7	28.00
4 trainings attended	6	24.00	4	16.00
3 trainings attended	7	28.00	3	12.00
2 trainings attended	4	16.00	5	20.00
1 training attended	3	12.00	6	24.00
Total	25	100	25	100

The data in Table 2 reveals that the majority of teachers in both public and private elementary schools have participated in multiple relevant trainings, but the distribution varies by sector. In public schools, the largest group attended three trainings (28%), while in private schools, the most common group attended only one training (24%). Interestingly, a higher percentage of private school teachers (28%) report participation in five or more trainings compared to their public school counterparts (20%), indicating a segment of highly engaged teachers in professional development within the private sector.

This distribution suggests that professional development opportunities and uptake are somewhat more polarized in private schools, where a substantial number of teachers either engage frequently or minimally with training sessions. Conversely, public schools show a more balanced spread, with fewer teachers at the extremes and most engaged in a moderate amount of training. The data highlights potential differences in institutional policies, resource allocation, and the value placed

on ongoing teacher development between these educational settings.

Participation in professional development varies significantly between public and private school teachers, often driven by differences in institutional support, incentives, and staff culture. Prudente et al. (2024) found that private institutions sometimes prioritize training as a means of maintaining competitive advantage, leading to pockets of high engagement, but may lack the systematic, universal teacher development seen in public schools. Additionally, studies indicate that public school systems, particularly those governed by central education departments, offer more standardized and mandated trainings, but teachers may attend only the minimum required unless motivated by specific career advancement goals.

A 2023 review of training practices in Southeast Asia highlighted that private schools often encourage autonomy in selecting professional learning experiences, which can result in either higher excellence for motivated staff or undertraining for less engaged individuals. Meanwhile, public schools, although sometimes slower to innovate in content and

delivery, tend to achieve broader coverage among teachers due to regulatory mandates and funding supports.

Moncada South Elementary School demonstrates a consistent commitment to teacher development with most educators attending two to four trainings and a notable 20% attending five or more. This pattern reflects the public sector's structured approach to professional growth, emphasizing regular participation across all teachers. Meanwhile, Moncada Catholic School's larger percentage of teachers attending one or five+ trainings illustrates a mixture of minimal engagement by some and high dedication by others, typical of private sector flexibility in professional development. The presence of highly trained individuals in both schools is promising, but

private school results may call attention to the need for policies that promote greater and evenly distributed training participation among all staff.

Highest Educational Attainment

It refers to the highest level of formal education completed by an individual, representing their academic qualification and educational background (Australian Bureau of Statistics, 2023). Furthermore, it is categorized according to recognized education levels such as primary, secondary, vocational, bachelor's degree, master's degree, or doctorate, recorded from official records or self-reported by respondents.

Table 3.
Highest Educational Attainment

Indicator	Public Elementary School		Private Elementary School	
	Frequency	Percentage	Frequency	Percentage
Doctorate Degree	1	4.00	1	4.00
Doctorate Degree Units	2	8.00	1	4.00
Master's Degree	7	28.00	7	28.00
Master's Degree Units	7	28.00	7	28.00
Bachelor's Degree	8	32.00	9	36.00
Total	25	100	25	100

Table 3 shows that both public and private elementary schools have a substantial number of teachers who hold advanced degrees or have taken postgraduate units. Specifically, 32% of public school teachers and 36% of private school teachers possess only a bachelor's degree, while an equal percentage (28%) in both sectors have completed a master's degree, and another 28% have earned master's degree units. The representation at the doctoral level is modest, with only 4% from each sector holding a doctorate and a small proportion working towards doctoral degrees (8% in public and 4% in private). This pattern suggests a broad commitment to formal academic advancement across both school types.

The almost equal distribution of master's degree holders and those with master's units between public and private schools indicates

ongoing professional growth and reflects the increasing qualification standards for teachers in the Philippines. The slightly higher percentage of bachelor's degree holders in private schools may point to differences in tuition support, institutional incentives, or teacher promotion structures. Nevertheless, both sectors display substantial engagement in postgraduate education a trend likely driven by national education reforms and professionalization policies.

Filipino elementary teachers are pursuing higher levels of education at increasing rates, influenced by Department of Education and Commission on Higher Education standards. Prudente et al. (2024) highlight that scholarship opportunities and qualification requirements have led to increases in master's and doctoral enrollees among teachers, paralleling

the strong showing of postgraduate credentials in both public and private school data. Additionally, research by Claveria (2023) also reveals that a considerable segment of educators holds or is pursuing graduate degrees as part of career advancement and merit-based promotion systems. Such educational pursuits are tied closely to teacher capability, effectiveness, and eligibility for higher teaching positions.

A study of public school educators in Davao Oriental underscores the correlation between instructional competence and higher education, noting that advanced qualifications are linked to improved pedagogical skills and better classroom outcomes. Furthermore, Kanya et al. (2021) found that teacher competence, including educational attainment, directly influences the quality of instruction and student achievement. These studies confirm that the current distribution of educational attainment in the sample aligns with national trends and research on teacher development in Southeast Asia.

At Moncada South Elementary School and Moncada Catholic School, the distribution of educational attainment reflects substantial investment in faculty development; more than half of the teachers in both schools hold master's degrees or have earned graduate units, signifying proactive engagement with ongoing learning and professionalization standards. The presence of doctorate holders and candidates—though minimal—further elevates the academic environment. Together, these

patterns suggest that both institutions prioritize advanced training for teachers, supporting improved instruction and aligning with national efforts to enhance educational quality. The slightly greater share of bachelor's degree holders in private school signals potential recruitment of fresh graduates or uniquely competitive hiring practices.

Classroom Management Practices of Public and Private Elementary Teachers

Classroom management refers to the strategies and actions employed by teachers to create and maintain an effective learning environment that facilitates student engagement, discipline, and academic success (Wilkins, 2022). Operationally, it is assessed through observable practices and teacher self-reports on specific dimensions such as time management, creation of a conducive environment, employment of appropriate instructional techniques, and management of classroom dynamics.

Time Management

Time management in the classroom is the practice of organizing and allocating instructional time efficiently to enhance learning outcomes and reduce downtime or distractions (Pan et al., 2023). In addition, it involves measuring teachers' use of schedules, pacing of lessons, adherence to lesson plans, and time allocation to different activities, often through observation or teacher logs.

Table 4.
Time Management

Statement	Public Elementary School			Private Elementary School		
	Mean	Description	Interpretation	Mean	Description	Interpretation
My punctuality in the classroom results in daily task completion.	4.52	Always	Excellent	4.76	Always	Excellent
My time management results in good classroom learning outcomes.	4.56	Always	Excellent	4.56	Always	Excellent
I start and end the class on time, making the teaching-learning	4.80	Always	Excellent	4.80	Always	Excellent

process of the class successful.						
Grand Mean	4.62	Always	Excel- lent	4.70	Always	Excel- lent

The reported results for public elementary school teachers show consistently "excellent" ratings in all time management descriptors, with mean scores ranging from 4.52 to 4.80. The highest rating is for starting and ending the class on time (mean = 4.80), reflecting strong discipline and routine in the teaching process, which contributes to effective classroom management and successful learning outcomes. Punctuality and daily task completion (mean = 4.52) and maximization of learning outcomes through time management (mean = 4.56) also received "excellent" interpretations, suggesting that public school teachers are highly proficient at using their time to meet professional demands and student needs.

These findings are further substantiated by the grand mean of 4.62, described as "excellent," illustrating a pervasive culture of valuing time management among public elementary educators. The high means across all statements imply that public school teachers are able to balance instructional and administrative tasks efficiently, positively impacting both their work output and the achievement of their students.

A descriptive-correlational study in a Philippine district found that public teachers demonstrated high levels of time management, often planning tasks before classes, using technology to streamline processes, and even dedicating additional hours at home for professional obligations paralleling the "excellent" ratings in your results. Another study from Kapalong West District (2022) confirmed that time management skills have a significant impact on instructional competence, recommending continuous professional development and minimizing administrative workload to further enhance teacher effectiveness.

Research by Olivo (2021) and Lualhati (2019) also concluded that structured scheduling and prioritization of crucial tasks are hallmarks of public school teachers' time management, greatly benefiting both classroom and administrative duties. These studies

collectively validate that public school teachers' exemplary time management translates into better teaching performance and supports tangible improvements in student learning.

Private elementary school teachers also exhibited "excellent" time management across all indicators, with means spanning from 4.56 to the highest 4.80. The mean score for punctuality and completion of daily tasks (4.76) slightly outranks the corresponding public school mean, indicating that private school educators may emphasize discipline and task completion even further. Both sectors share a mean of 4.80 in starting and ending the class on time, and the uniform mean of 4.56 for facilitating good learning through time management reinforces the idea that private school teachers equally value effective time use.

The grand mean of 4.70 for private teachers mirrors the findings in public schools and carries the "excellent" descriptor, indicating a pervasive commitment to time management within the private sector. This results in an equally well-managed classroom environment that supports optimal learning experiences for students.

Furthermore, Harris et al. (2021) and Olivo (2021) observed that private school teachers tend to employ advanced time management frameworks, such as time blocking and goal setting, which enable precise allocation of time and enhance both academic and non-teaching responsibilities. These practices are critical factors in establishing effective private school classroom management and sustaining "excellent" performance metrics.

At Moncada South Elementary School (public), teachers demonstrated consistently "excellent" time management practices across all indicators. The highest mean of 4.80 in beginning and ending classes punctually shows a disciplined approach to classroom routines, which is central to creating orderly and productive learning environments. The similarly "excellent" ratings for overall time management and punctuality suggest institutional

support and staff adherence to systematic instructional processes, translating into high levels of student achievement.

Moncada Catholic School (private) displayed a grand mean of 4.70, also interpreted as "excellent," characterized by high levels of punctuality and completion of daily tasks. The slightly higher mean for punctuality compared to the public counterpart shows that private school staff may possess a heightened awareness of accountability, reinforcing the importance of well-managed class schedules. Both schools show a culture of excellent time management, which supports effective

instruction, and reflects broader trends toward professionalization among educators in both sectors.

Conducive Environment

A conducive environment in education refers to a physical and psychological classroom setting that supports student learning, motivation, safety, and comfort (SDN 8 Mamboro Study, 2024). Operationally, it is measured by indicators such as classroom organization, availability of learning materials, classroom climate, and the degree of positive teacher-student interactions.

Table 5.
Conducive Environment

State- ment	Public Elementary School			Private Elementary School		
	Mean	Descrip- tion	Interpreta- tion	Mean	Descrip- tion	Interpreta- tion
I keep a reasonable voice pitch for better communication in class.	4.69	Always	Excellent	4.80	Always	Excellent
I use exciting strategies to make the learning environment congenial.	4.73	Always	Excellent	4.68	Always	Excellent
I keep in touch with students' problems to establish rapport.	4.53	Always	Excellent	4.84	Always	Excellent
I provide conducive environment for the students.	4.88	Always	Excellent	4.91	Always	Excellent
Grand Mean	4.71	Always	Excellent	4.81	Always	Excellent

Results for public elementary school teachers indicate an “excellent” capacity to establish a conducive classroom environment, as reflected by consistently high mean ratings, ranging from 4.53 to 4.88. The highest mean of 4.88 (“I provide a conducive environment for the students”) underscores teachers’ strong commitment to fostering supportive, safe, and engaging classroom atmospheres. “Using exciting strategies” and “maintaining reasonable voice pitch” also received “excellent” interpretations, revealing well-rounded skills in communication and innovation. The lowest (yet still “excellent”) score of 4.53 for establishing rapport shows sustained attention to student well-being and relationship-building.

The grand mean of 4.71 further confirms that public elementary teachers consistently excel in creating environments that support learning. These findings suggest that students in these classrooms benefit from attentive and professionally managed classroom climates, where both physical and emotional safety are prioritized, and active engagement is systematically cultivated.

Public elementary teachers in the Philippines and beyond recognize the importance of environmental factors such as seating arrangement, classroom cleanliness, and communication in shaping both academic achievement and student behavior. Ahmed (2020) reported that conducive classroom environments lead to higher participation, increased motivation, and improved learning outcomes. Evidence from current literature further suggests that public school teachers’ consistent use of positive reinforcement and innovative strategies strengthens classroom cohesion and promotes academic growth.

Findings by Molloy et al. (2024) support the “excellent” ratings, demonstrating that public school teachers who cultivate collaborative climates, maintain regular feedback, and facilitate open communication are more successful at engaging diverse learners and maximizing instructional time. These studies confirm that the ability to create and sustain conducive classroom environments is strongly correlated with effective teaching practices seen among public sector educators.

Private elementary teachers displayed universally “excellent” skills in establishing conducive classroom environments, with mean values spanning from 4.68 up to a near-perfect 4.91 (“I provide conducive environment for the students”). The highest means for keeping in touch with students’ problems and maintaining reasonable voice pitch suggest strong teacher-student rapport and clear communication. Compared to public schools, private institutions show slightly higher mean scores in some areas, such as voice pitch and student rapport (means 4.80 and 4.84), signalling the added value placed on individualized attention and communication quality.

The grand mean of 4.81 described as “excellent” demonstrates that private teachers may benefit from smaller class sizes, enriched resources, or competitive school climates that allow for more focused professional practice. These results affirm that students in private schools experience well-managed, motivating, and supportive learning environments that encourage both academic and personal growth.

Private school teachers often emphasize student-centered environments, enabling more personalized support and emotional engagement. Molloy et al. (2024) found that private school teachers, operating in well-resourced settings, were able to offer more consistent emotional and instructional support, improving both classroom climate and student outcomes. Studies by Ahmed (2020) and recent work in Science Académique (2024) reiterate that teacher professionalism and innovative management strategies more prevalent in private schools foster superior classroom environments and help meet institutional standards for excellence.

Current research highlights that private school teachers often maintain high time management standards, owing to competitive work environments and greater accountability to school policies or parent expectations. A recent study on teacher-coaches found that prioritization, structured planning, and awareness of essential tasks led to higher work-life balance ratings and overall effectiveness supporting the “excellent” time management results seen among private school educators.

Moncada South Elementary School teachers (public) consistently achieved “excellent” mean ratings for all facets of providing a conducive classroom environment. Their highest mean (4.88) in nurturing the learning atmosphere signals a strong institutional culture focused on holistic student support, with a slightly lower (but still “excellent”) rating for establishing rapport indicating ongoing efforts for relationship-building that could be improved by more targeted interventions or smaller class sizes.

Moncada Catholic School teachers (private) outperformed slightly, with a higher grand mean (4.81) and top ratings for rapport (4.84) and maintaining reasonable voice pitch (4.80). This may be due to access to more resources, administrative support, or class structures that enable more individualized teacher-

student interaction. In both institutions, the “excellent” ratings across all criteria highlight the professionalism and dedication of educators, ensuring that student learning occurs in environments tailored for academic success and emotional well-being.

Appropriate Instructional Techniques

Appropriate instructional techniques are teaching methods and approaches selected based on their suitability to the content, student needs, and learning objectives to optimize academic achievement (Victorian Government, 2022). Operationally, these are evaluated by identifying the frequency of use of strategies such as explicit teaching, collaborative learning, questioning, and feedback, through classroom observations or teacher self-assessment (Victorian Government, 2022).

Table 6.

Appropriate Instructional Techniques

State- ment	Public Elementary School			Private Elementary School		
	Mean	Descrip- tion	Interpreta- tion	Mean	Descrip- tion	Interpreta- tion
I write lesson plans beforehand since it gives me confidence in teaching and management.	4.68	Always	Excellent	4.92	Always	Excellent
During instruction, I float questions for brainstorming.	4.60	Always	Excellent	4.80	Always	Excellent
I enter the classroom fully equipped with the needed	4.60	Always	Excellent	4.72	Always	Excellent

re-sources.						
Grand Mean	4.63	Always	Excellent	4.81	Always	Excellent

The results for public elementary schools reveal “excellent” performance across all indicators related to instructional techniques, with mean scores ranging from 4.60 to 4.68. The highest mean (4.68) corresponds to the practice of writing lesson plans beforehand, indicating that thorough preparation instills confidence in teaching and management. Other key areas, such as floating questions for brainstorming and being fully equipped with resources, also achieved “excellent” descriptions (means of 4.60 each), reflecting consistent commitment to interactive, student-centered, and well-resourced instruction.

The grand mean of 4.63 further consolidates the excellent performance among public school teachers in their application of appropriate instructional techniques. These findings suggest that public elementary educators consistently employ effective planning, interactive questioning, and resource integration in their classrooms, strengthening instructional delivery and creating dynamic learning environments.

Diverse instructional management strategies such as lesson planning, scaffolding, and interactive questioning consistently enhance both teacher efficacy and student engagement in public elementary schools. Meador (2019, as cited in a 2021 study) underscored the necessity of preparing lessons in advance and employing a variety of teaching strategies to address diverse learning styles and maximize instructional effectiveness. Kapalaran Elementary School research highlights that active planning and creative methodologies not only improve engagement, attentiveness, and cooperation among students but also provide platforms for professional collaboration and peer learning among teachers.

Another study in Davao by Rosales et al. (2021) found that scaffolding and active learning strategies, such as brainstorming and group work, positively correlate with both student engagement and teachers’ perceived competence, supporting the observed excellent

performance in public schools. These findings collectively validate the observed data and emphasize the positive effects of varied and proactive instructional approaches.

Private elementary schools demonstrated even higher mean ratings, with all indicators interpreted as “excellent.” The mean for lesson plan preparation is highest at 4.92 a remarkable score reflecting strong institutional culture and teacher initiative in planning for confidence and classroom management. Similarly, brainstorming through questioning (mean 4.80) and resource readiness (mean 4.72) reinforce the exceptional application of diverse strategies that foster interactive and well-supported learning environments.

With a grand mean of 4.81, private school teachers excel in applying advanced instructional techniques—potentially due to smaller class sizes, more accessible resources, and strong professional development support. These results indicate that private school educators prioritize comprehensive planning, dynamic instructional models, and resource adequacy to ensure maximizing student participation and achievement.

Private schools often encourage and enable teachers to diversify instructional techniques, integrating innovative tools and group strategies such as gamification, brainstorming, and differentiated instruction. Alternative teaching strategies, including the use of technology and interactive role-playing, have also gained prominence, creating real-life and meaningful learning experiences for students. Frolova et al. (2018, as cited in Cognizance Journal, 2024), note that highly engaging approaches, when adopted by private school teachers, influence participation rates and successful learning outcomes positively.

Furthermore, data from studies of Filipino private educators indicate that meticulous lesson planning, routine resource integration, and student engagement through inquiry-based techniques are crucial to sustaining high teaching effectiveness and satisfaction. These

research findings reinforce the excellent ratings observed among private elementary school teachers in your data.

At Moncada South Elementary School (public), teachers demonstrated a strong commitment to excellent instructional techniques, with high mean scores across all indicators emphasizing rigorous lesson planning, dynamic questioning, and thorough resource preparation. These results align with national expectations and current research advocating for diverse, student-centered approaches as key drivers of student achievement and confidence within public schools. The consistently excellent means highlight institutional investment in teacher development and instructional planning.

Moncada Catholic School (private) exceeded even these strong results, with near-perfect means and a grand average of 4.81, reflecting a culture of excellence in instructional methods. The higher results for lesson plan preparation (4.92) and brainstorming suggest that private school educators leverage greater flexibility, support, and access to resources to maximize both teacher confidence and student engagement. The data from both schools illustrate professional dedication to instructional enhancement and robust alignment with the most current best-practices in Philippine education.

Classroom Dynamics

Classroom dynamics refer to the patterns of interaction that occur among students and between teachers and students in an educational setting. These dynamics profoundly shape the social and academic atmosphere of the classroom, influencing student motivation, participation, and ultimately, their learning outcomes (Wilkins, 2022; StudySmarter, 2024). At its core, classroom dynamics encompass not just verbal communication but also non-verbal cues, collaborative practices, and the collective emotional climate generated through both structured and spontaneous exchanges.

Classroom dynamics are typically assessed by monitoring several key factors such as student engagement, peer-to-peer interactions, the quality of teacher-student rapport, and the management of classroom behaviors (Wilkins, 2022; Pennings et al., 2023). Researchers utilize various tools—including surveys, classroom observations, interaction rating scales, and even digital analytics—to systematically evaluate how effectively a class functions as a social and academic unit. These measures allow educators and researchers to identify strengths and areas for improvement in classroom management and instructional delivery.

Table 7.
Classroom Dynamics

Statement	Public Elementary School			Private Elementary School		
	Mean	Descrip- tion	Interpreta- tion	Mea n	Descrip- tion	Interpreta- tion
I establish clear expectations from the first day of class to set the tone for positive behavior and mutual respect among all learners.	4.72	Always	Excellent	4.92	Always	Excellent
I actively engage students in cooperative learning activities that encourage them to	4.76	Always	Excellent	4.82	Always	Excellent

interact and support each other, fostering strong peer relationships.						
I maintain open communication with students, providing timely feedback and encouragement to promote a trusting and supportive classroom atmosphere.	4.68	Always	Excellent	4.92	Always	Excellent
I use proximity control by moving around the classroom to manage behavior and keep learners on task, allowing immediate response to off-task behaviors.	4.68	Always	Excellent	4.84	Always	Excellent
I assign classroom responsibilities to students, which encourages leadership and accountability, thereby enhancing their sense of ownership and cooperation within the learning community.	4.76	Always	Excellent	4.88	Always	Excellent
Grand Mean	4.72	Always	Excellent	4.88	Always	Excellent

The results for public elementary school teachers show consistent excellence in cultivating classroom dynamics, as indicated by all mean scores ranging from 4.68 to 4.76, with a grand mean of 4.72. The highest scoring items actively engaging students in cooperative learning activities and assigning classroom responsibilities highlight exceptional skill in promoting peer relationships and fostering leadership. Maintaining clear expectations from the

first day and using open communication, both rated “excellent,” show strong teacher commitment to trust and positive relationships. Proximity control, also rated “excellent,” reflects proactive behaviour management and attention to individual student needs, reinforcing effective classroom discipline and engagement.

This widespread excellence suggests that public school teachers excel in implementing classroom strategies that support both

academic achievement and social development. Their ability to consistently set the tone for positive interactions, provide timely feedback, and encourage student accountability creates a classroom climate in which learners feel respected and motivated to participate actively.

The value of structured classroom dynamics, showing that explicit expectations and student engagement lead to higher achievement and social skills development in public elementary settings. According to the U.S. Department of Education (2023) and Phoenix University (2025), public school teachers frequently utilize cooperative learning and classroom responsibilities to build strong class communities and boost learning outcomes. Studies further reveal that classroom management practices such as open communication and feedback correlate with increased trust and student motivation, while proximity control and leadership assignments foster accountability and reduce disruption.

Furthermore, research on public schools indicates that diverse and inclusive classroom dynamics promote academic success, emotional well-being, and long-term positive attitudes toward schooling. The practice of setting clear behavioural expectations has been identified as an essential strategy for preventing discipline problems and creating supportive environments conducive to learning.

Private elementary school teachers demonstrated even higher mean ratings for classroom dynamics, with values from 4.82 to 4.92 and a grand average of 4.88. The highest scores appear for establishing clear expectations and maintaining open communication, underscoring an outstanding capacity for setting the tone and building trust in the classroom. Engaging students in cooperative activities, using proximity control, and assigning responsibilities also achieved “excellent” ratings, suggesting that private teachers leverage individualized attention and smaller class sizes to foster richer interactions and more personalized support.

Across all statements, private school teachers maintained “excellent” interpretations, reflecting a culture where relationship-building, encouragement, and accountability

are prioritized. This faculty commitment, combined with environmental advantages like lower student-to-teacher ratios, results in more immediate feedback, deeper peer relationships, and effective behavioral management reinforcing high-level classroom climate and student engagement.

Private schools’ smaller classes and more autonomous teaching approaches contribute to highly effective classroom dynamics. McGovern of NAIS (2021) notes that strong teacher-student bonds, individualized instruction, and high expectations foster close-knit learning communities enhancing student confidence and promoting leadership. Tenney School and Friends Academy reports likewise highlight that private schools’ emphasis on personalized attention and communication enables teachers to address diverse learning needs, increase participation, and more dynamically manage behavior.

Moncada South Elementary School exemplifies best practices in classroom dynamics by consistently achieving “excellent” mean scores across all indicators. The proactive use of cooperative activities, clear expectations, and classroom responsibility assignments signals a cohesive, student-centered environment where both academic and personal development thrive. The consistently high ratings for open communication and proximity control also highlight a strong focus on building trust and managing classroom behavior efficiently.

Moncada Catholic School sets an even higher benchmark, with its grand mean of 4.88 and top results for communication and expectation-setting. These exceptional scores suggest a well-resourced, relationship-oriented learning environment that leverages individualized attention and strong teacher-student bonds for optimal classroom engagement. Together, both schools demonstrate exemplary classroom dynamics, supporting holistic and effective education in both public and private settings.

Significant Difference Between the Classroom Management Practices of Public and Private Elementary Teachers

There are notable differences between the classroom management practices of public and

private elementary teachers, shaped by their unique institutional contexts and resources. Public elementary school teachers typically manage larger, more diverse classrooms and are guided by strict state policies and mandated curricula. This environment necessitates the use of highly structured routines, group management techniques, and standardized disciplinary approaches to maintain order and foster student engagement. As a result, public teachers often prioritize consistency and equity in classroom management, aiming to create a learning space that accommodates various needs while complying with regulations.

Conversely, private elementary teachers tend to benefit from smaller class sizes, greater

curricular flexibility, and increased autonomy over classroom procedures. These conditions allow private school educators to personalize management practices, address individual student needs, and employ creative instructional and behavioral strategies. Research consistently finds that private teachers enjoy more influence over curriculum development and classroom organization, which can lead to more immediate feedback, stronger teacher-student relationships, and a heightened sense of community. Understanding these fundamental differences is essential for stakeholders seeking to enhance teaching effectiveness and support adaptive school policies across both sectors.

Table 8.

Test of Significant Difference Between the Classroom Management Practices of Public and Private Elementary Teachers

Variable	Mean	Sum	U-stat	U-Value	Critical Value P<0.05	Decision	Remarks
Public Elementary School Teachers' Classroom Management Practices	12.87	193	152	73	64	Failed to Reject the Null Hypothesis	Not Significant
Private Elementary School Teachers' Classroom Management Practices	18.73	272	73				

The results of Table 8 indicate no statistically significant difference between the classroom management practices of public and private elementary school teachers. This finding is based on the comparison of mean and sum values using the U-test statistic (U = 193 for public, U = 272 for private) against a critical value of 152 ($P < 0.05$), resulting in a failed rejection of the null hypothesis and the remark "Not Significant." This outcome signifies that, within this sample, classroom management strategies employed by teachers in both sectors are

statistically comparable, despite institutional and contextual differences. Such an interpretation suggests that key classroom practices such as setting expectations, engaging students, and managing behavior are equally prioritized and consistently implemented across public and private schools.

Technically, the result is robust, as both mean values for classroom management practices (12.87 public vs. 18.73 private) fail to generate a statistically significant separation. This U-statistic signals that variations in

procedures, teacher autonomy, or class size between the two settings do not result in meaningful differential outcomes in overall classroom management effectiveness within the studied population. The application of non-parametric testing (U test) ensures the results are reliable for data distributions that may not be strictly normal, reinforcing the comparability of teaching practices based on empirical evidence.

It is also noteworthy that while the statistical difference is deemed “not significant,” this does not negate the presence of nuanced pedagogical or contextual factors. Differences may persist at the micro-level such as individualized feedback or resource access but they do not manifest in broad, quantifiable gaps in classroom management as measured in this study. This affirms the general consistency and professionalism of teachers, regardless of school type.

Classroom management practices do not differ significantly across educational sectors when quantified by standardized survey instruments and observation protocols. A study by Abdullah et al. (2020) found that while teaching strategies and planning support may show marginal differences, the overall classroom management scores between public and private teachers were statistically indistinguishable, emphasizing the role of institutional training and shared professional standards.

Opiyo (2024) reached similar conclusions in a multicountry dataset, showing that active supervision, discipline protocols, and structured routines are commonly implemented in both public and private schools, leading to homogenous classroom management outcomes despite sectoral variations in resources. Other research points to the influence of national policy directives, professional development requirements, and evolving instructional frameworks as equalizing forces that sustain comparable classroom climates across sectors. These studies collectively support the lack of a significant statistical gap identified in the current analysis.

Finally, studies focusing on local contexts in South Asia and Southeast Asia highlight how the professionalization of teaching and increased access to training have led to a

convergence in classroom management practices, even when the administrative or curricular flexibility differs between public and private institutions.

The absence of a statistically significant difference between public and private elementary school teachers’ classroom management practices underscores the success of efforts to professionalize and standardize teaching across educational sectors. This result reflects the impact of universal teacher training, curricular reforms, and regular policy updates that encourage a shared baseline of classroom practices. It also validates that both types of institutions recognize the value of effective classroom management in fostering productive learning environments, regardless of their funding models or administrative structures.

However, this overall similarity does not preclude meaningful distinctions in specific pedagogical approaches, resource utilization, and teacher autonomy. Private school teachers may report more individualized engagement or flexible methodologies, while public school teachers may excel in large-group management and equity-driven strategies. Yet, these differences do not cumulatively affect the general level of classroom management as measured in standardized research instruments, reinforcing the reliability and consistency of the teaching profession in both public and private settings.

Conclusion

Elementary teachers in Moncada South Elementary School mostly have 5–9 years of service, attended about three relevant trainings, and hold master’s degrees, while those in Moncada Catholic School have a similar length of service but usually attend more than five trainings and are mostly bachelor’s degree holders; however, both groups exhibit excellent classroom management in time management, conducive learning environment, instructional techniques, and classroom dynamics, and there is no significant difference between their classroom management practices.

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The main findings (novelty) and why they are important and useful:

The main novelty is that public and private elementary teachers at Moncada South Elementary School and Moncada Catholic School exhibit equally excellent classroom management despite differences in qualifications and training showing that school type does not determine quality. This is important because it highlights that both sectors can achieve high quality classroom management through targeted training and standardization, rather than simply changing institutional ownership.

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