

Interplay of pedagogical philosophy and classroom management strategies of public elementary school teachers in Kasibu West District

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Abstract

This study examined the interplay between pedagogical philosophy and classroom management strategies among public elementary school teachers in Kasibu West District during the academic year 2025–2026. It employed a quantitative approach using a descriptive-correlational research design to determine the relationship between the two variables. Pedagogical philosophy was analyzed across six dimensions: perennialism, essentialism, progressivism, constructivism, existentialism, and social reconstructionism, while classroom management strategies were assessed in terms of behavioral management, instructional management, physical environment management, emotional and social climate management, time management, and engagement strategies. Data were collected from 126 teacher-respondents using a validated and reliable research instrument. Descriptive statistics, particularly the mean, and Spearman Rank Correlation were utilized to analyze the data at the 0.05 level of significance. Results revealed that teachers demonstrated a high level of pedagogical philosophy ($\bar{x} = 3.33$) and a high level of effectiveness in classroom management strategies ($\bar{x} = 4.23$). Among the philosophical dimensions, constructivism ranked highest, while emotional and social climate management emerged as the most practiced classroom management strategy. However, the findings showed a very weak positive and non-significant relationship ($r = 0.0431, p = .632$) between pedagogical philosophy and classroom management strategies, indicating a disconnect between teachers' beliefs and their actual practices. Based on these findings, a comprehensive teacher training program was developed to enhance pedagogical alignment and strengthen classroom management competencies, ultimately promoting more effective and student-centered teaching practices.

Keywords: classroom management strategies, educational administration intervention, pedagogical philosophy

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1. Introduction

In an increasingly interconnected and multicultural world, the practice of education must evolve to reflect a globalized context. Central to effective teaching are the twin pillars of pedagogical philosophy—a teacher's core beliefs about how students learn—and classroom management strategies, which determine how those beliefs are operationalized in everyday interactions. While these two dimensions are often studied separately, their dynamic interplay is crucial to understanding how educators create conducive learning environments across diverse educational landscapes. Pedagogical philosophy such as constructivism, essentialism, progressivism, and behaviorism significantly influence how teachers design instruction, assess learning, and interact with students. Simultaneously, classroom management strategies, whether authoritative, democratic, or laissez-faire, reflect underlying beliefs about student autonomy, discipline, and motivation. The alignment or misalignment between a teacher's philosophical stance and their management approach can either foster a cohesive learning environment or create pedagogical dissonance that hinders student engagement and achievement.

In a global context, this interplay becomes even more complex. Cultural norms, educational policies, and societal expectations shape both pedagogy and discipline in unique ways. For instance, what is considered effective classroom management in one country may be viewed as overly rigid or lenient in another. Thus, examining the interaction between pedagogical philosophy and classroom management through a global lens provides valuable insights into how educators adapt their practices to meet diverse learner needs while maintaining cultural relevance and pedagogical coherence.

This study is both timely and necessary. As educators face increasingly heterogeneous classrooms—due to globalization, migration, and the rise of international schooling—there is a pressing need to understand how core teaching beliefs and classroom strategies can be harmonized to promote inclusive, respectful, and effective learning environments. Ultimately, this research aims to inform teacher training programs, policy development, and cross-cultural educational collaborations by highlighting best practices and common challenges in the intersection of philosophy and practice worldwide.

In the Philippines, the interplay between pedagogical philosophy and classroom management strategies is shaped by both traditional values and contemporary reforms. Many Filipino educators continue to rely on teacher-centered approaches aligned with essentialist and behaviorist philosophy, especially in overcrowded public classrooms (Balinas & Tan, 2018). However, there is a growing movement toward learner-centered methods inspired by constructivist ideals, encouraged by the Department of Education's push for 21st-century learning skills. Teachers who adopt progressive philosophy aim to foster collaboration, inquiry, and critical thinking, though they face practical challenges such as large class sizes and limited resources (Arinto, 2020). Cultural values such as *pakikisama* and *hiya* influence classroom dynamics, often prompting educators to use indirect discipline strategies that preserve group harmony (David et al., 2019). Additionally, the shift to online and blended learning during the COVID-19 pandemic necessitated a rethinking of both pedagogy and classroom management, compelling teachers to balance their philosophical commitments with digital limitations (Alvarez, 2021). These scenarios illustrate how Philippine educators navigate the complex relationship between educational philosophy and practical classroom realities.

While numerous studies have explored the relationship between pedagogical philosophy and classroom management strategies on a global and national scale, there remains a notable research gap at the local level, particularly in elementary schools within Kasibu West District. Most existing literature focuses on urban or highly resourced educational environments, often overlooking the distinct contextual realities of rural or semi-rural

districts like Bambang I. These schools operate under unique constraints, including limited access to professional development, large class sizes, and diverse student needs—factors that influence how teachers apply their pedagogical beliefs and manage their classrooms. Moreover, there is insufficient empirical data examining how local elementary educators align their philosophical orientations with actual management practices, especially within the framework of the K–12 curriculum implementation. This disconnect between belief and practice remains underexplored in the district, and little is known about how cultural values, community expectations, and institutional support affect this alignment. Thus, conducting a focused study in Kasibu West District would contribute valuable insights into how contextual factors mediate the interplay between teaching philosophy and classroom management, ultimately informing more culturally responsive and effective educational strategies at the grassroots level.

This study is anchored on Sustainable Development Goal (SDG) 4, which emphasizes inclusive, equitable, and quality education and promotes lifelong learning opportunities for all (UNESCO, 2017). It aligns with the National Research Agenda for Teacher Education (NRATE), particularly its focus on enhancing teacher quality through research on instructional delivery and pedagogical approaches (CHED, 2021). By exploring the interplay between pedagogical philosophy and classroom management in elementary schools, the study contributes to the goal of producing competent educators equipped to meet diverse learner needs in the 21st-century classroom. This study is strongly anchored on the Department of Education (DepEd) Research Agenda, particularly under the Teaching and Learning strand, which promotes research initiatives that examine instructional delivery, pedagogical practices, and classroom management strategies to enhance learning outcomes. The integration of pedagogical philosophy and classroom management aligns with the goal of fostering effective, inclusive, and learner-centered education.

At the institutional level, the study contributes to the Nueva Vizcaya State University (NVSU) Research Agenda, especially in the domain of education and human development, which prioritizes research that improves teaching competencies, instructional methodologies, and student engagement. Moreover, it aligns with the College of Teacher Education's research thrust on developing transformative and globally competitive educators. By exploring the interplay between teachers' philosophical orientations and classroom management approaches, this research aims to produce insights that support quality instruction and responsive classroom environments—thereby reinforcing the university's commitment to excellence in teacher preparation and educational innovation.

The present study is both timely and significant as it responds to the evolving and complex classroom realities faced by public elementary school teachers in Kasibu West District. Based on the researcher's observations and professional experiences, teachers are currently navigating increasingly diverse classrooms characterized by varying learner abilities, behavioral challenges, and expanding class sizes. These conditions demand not only effective instructional delivery but also adaptive and responsive classroom management strategies. Despite these demands, many teachers encounter difficulties in maintaining classroom discipline while implementing learner-centered approaches. This challenge is particularly evident in multigrade and under-resourced settings, where instructional flexibility and behavioral management must be simultaneously addressed. Furthermore, a number of educators continue to rely on traditional teaching methods, often due to limited access to training on progressive pedagogical frameworks. This situation creates a gap between contemporary educational expectations and actual classroom practices.

Compounding these challenges are inconsistencies between teachers' personal pedagogical philosophy and the requirements imposed by institutional policies and standardized curricula. Such misalignment can affect instructional coherence and classroom effectiveness. Moreover, the transition to blended and flexible learning modalities during and after the COVID-19 pandemic has further highlighted deficiencies in both pedagogical orientation and classroom management preparedness, making it even more critical to examine how teachers adapt to these shifts. Given these conditions, the study becomes highly relevant as it seeks to explore the interplay between teachers' pedagogical philosophy and their classroom management strategies. Understanding this relationship is essential in determining how beliefs influence practices and how such dynamics shape the overall

learning environment. The findings of this study are expected to provide evidence-based insights that will help improve teaching effectiveness, support professional development initiatives, and guide policy enhancements. Ultimately, this research aims to contribute to the development of more coherent, context-responsive, and effective teaching practices in the public elementary schools of Kasibu West District.

2. Related Literature

This study is anchored on Constructivist Learning Theory developed by Jean Piaget and expanded by Lev Vygotsky, which provides a comprehensive foundation for understanding both pedagogical philosophy and classroom management strategies. The constructivist view posits that learners actively construct their own understanding and knowledge of the world through experiences and reflecting on those experiences (Piaget, 1950; Vygotsky, 1978). Teachers who adhere to constructivist pedagogical philosophy, such as progressivism and constructivism itself, emphasize student-centered learning, inquiry, and critical thinking. In terms of classroom management, constructivist theory encourages strategies that promote a positive emotional and social climate, student engagement, and autonomy in learning. It supports classroom practices that are not merely rule-based but facilitate meaningful participation and collaboration, which aligns with modern views on behavioral, instructional, and emotional management. Thus, Constructivist Learning Theory offers a cohesive lens to analyze how teachers' beliefs (pedagogical philosophy) influence their decisions and practices (classroom management strategies), making it an appropriate and relevant theoretical framework for this study.

Constructivist Learning Theory, rooted in the works of Piaget and Vygotsky, continues to influence contemporary educational research, especially in studies examining the interplay between pedagogical beliefs and classroom practices. The theory posits that knowledge is actively constructed by learners through meaningful interaction with their environment and others (Schunk, 2020). This framework aligns strongly with the current study's focus, as teachers' pedagogical philosophy—whether they lean toward perennialism, essentialism, or more student-centered approaches like progressivism and constructivism—inform how they design and manage learning environments.

Recent literature affirms the relevance of constructivism in shaping both instructional and management strategies. According to Palincsar (2022), teachers who adopt constructivist philosophy tend to employ more collaborative and responsive classroom management techniques, emphasizing student autonomy, engagement, and emotional support. This aligns with the study's inclusion of behavioral, instructional, and emotional climate management as key dimensions of classroom management strategies. Furthermore, Amineh and Asl (2019) emphasize that constructivist-aligned classrooms promote reflective teaching, where educators' philosophy are dynamically applied in context. Therefore, using Constructivist Learning Theory as a foundation enables a holistic analysis of how deeply held beliefs influence the practical management of learning spaces—making it an appropriate and integrative lens for this research.

The independent variable considered in this study is pedagogical philosophy. It refers to a teacher's core set of beliefs, values, and assumptions about teaching, learning, the role of the educator, and the nature of learners. These foundational principles serve as a lens through which teachers interpret educational experiences and shape their instructional practices. According to Cavar (2020), these beliefs guide how educators approach curriculum design, instructional delivery, and classroom management. Furthermore, pedagogical philosophy strongly influences teacher-student interactions and the learning environment.

As a research construct, pedagogical philosophy is a critical variable in understanding the professional behavior of educators. It provides insights into why teachers adopt certain strategies, how they respond to classroom challenges, and the degree to which their beliefs align with their actual teaching practices (Yazon & Ang-Manaig, 2018). Studying pedagogical philosophy enables researchers to assess its impact on instructional effectiveness, classroom dynamics, and even student outcomes. It also allows for comparisons across teaching contexts, generational cohorts—such as the emerging Gen Z teachers—and levels of professional experience.

Understanding these dimensions not only supports the development of targeted teacher training programs but also enriches the broader discourse on educational reform and quality teaching.

Moreover, Yazon and Ang-Manaig (2018) further points out that pedagogical philosophy reflects the varied beliefs teachers hold about teaching and learning. Perennialism advocates teaching enduring truths and classical literature, while Essentialism stresses mastery of core academic subjects under strong teacher authority. Progressivism values students' experiences, fostering critical thinking through real-world problem-solving. Constructivism sees learning as an active process where knowledge is built through interaction and reflection. Existentialism promotes student autonomy, encouraging self-expression and personal growth. Meanwhile, Social Reconstructionism positions education as a tool to address injustices and societal transformation, engaging learners in active citizenship and advocacy.

Perennialism, as explained by Davis and Francis (2021), is a teacher-centered educational philosophy that highlights the importance of timeless truths and classical knowledge. It emphasizes intellectual discipline by focusing on enduring works of literature, philosophy, and science that have shaped human thought across generations. This approach encourages students to engage in deep, reflective thinking and moral reasoning through structured, content-rich instruction. The goal of perennialism is not merely to transmit facts but to cultivate rational individuals capable of grappling with universal questions and ethical dilemmas, ultimately preparing learners for thoughtful citizenship and lifelong learning grounded in fundamental principles.

Essentialism, as discussed by the California Learning Resource Network (n.d.), is an educational philosophy that underscores the importance of imparting core knowledge and fundamental skills deemed essential for personal and societal success. According to the organization, essentialism promotes a disciplined, teacher-centered classroom where instructors are viewed as authoritative figures responsible for delivering a structured curriculum focused on subjects like mathematics, science, history, and literature. The philosophy is rooted in the belief that universal truths and values exist and must be transmitted to learners to foster intellectual and moral development. Through this approach, students are equipped with the practical skills and cultural literacy necessary to thrive in a rapidly changing world.

Progressivism is a student-centered educational philosophy that emphasizes experiential learning, critical thinking, and problem-solving. It advocates for an integrated curriculum focused on thematic units, collaborative learning, and the development of social skills, aiming to prepare students for active participation in a democratic society. As noted by Santos and Mendez (2024), progressivism encourages learners to engage in inquiry-based methods and experiential learning opportunities, fostering autonomy, curiosity, and deeper engagement with subject matter. This approach not only cultivates critical thinking and lifelong learning skills but also promotes social responsibility and equity in education.

Constructivism views learning as an active, contextualized process in which learners build new knowledge based on their existing cognitive structures and experiences. This philosophy highlights the importance of engaging students in authentic tasks, collaborative learning, and inquiry-based activities. Jonassen (2019) explains that constructivist learning environments promote deeper understanding by encouraging students to question, interpret, and apply knowledge rather than memorize facts. Teachers in constructivist classrooms serve as facilitators who support student exploration and guide meaning-making. This approach fosters autonomy, critical thinking, and meaningful engagement, aligning well with 21st-century educational goals.

Existentialism in education emphasizes the learner's individuality, freedom of choice, and personal responsibility in the learning process. It promotes an environment where students are encouraged to explore their values, make authentic choices, and derive personal meaning from their educational experiences. According to van Deurzen (2021), existentialist education seeks to nurture self-awareness and personal growth by allowing students to confront real-life questions and develop their own sense of purpose. Teachers serve not as authorities but as facilitators of open dialogue, helping learners navigate their own paths in an often uncertain world.

Social Reconstructionism is an educational philosophy that positions schools as agents for societal reform, aiming to equip learners with the skills and consciousness needed to challenge social injustices. This philosophy underscores the importance of critical thinking, participatory learning, and civic engagement in fostering a more equitable society. According to Hursh (2018), Social Reconstructionism encourages students to critically examine social structures, engage in dialogue about inequality, and participate in transformative action. Teachers are seen not just as facilitators of knowledge, but as co-constructors of a just society, guiding learners to become active contributors to democratic and moral advancement.

On the other hand, considered as dependent variable in this investigation is classroom management strategies. It refers to the structured actions, routines, and techniques that teachers use to create a positive, safe, and organized learning environment. These strategies are essential not only for minimizing disruptive behavior but also for promoting students' academic engagement and socio-emotional development. Effective classroom management involves behavioral expectations, instructional planning, time management, and fostering respectful teacher-student relationships. As emphasized by Chow et al. (2024), classroom management encompasses a broad range of practices that support students' learning outcomes and well-being, making it a foundational component of effective teaching in diverse educational settings. In this study, it includes the dimensions of behavioral management, instructional management, physical environment management, emotional and social climate management, time management, engagement strategies.

Classroom management strategies are multifaceted and encompass six essential dimensions that together foster a productive and supportive learning environment. Behavioral Management focuses on reinforcing positive student behavior and addressing disruptions through clear rules, consistent enforcement, and positive reinforcement (Nanyeleye et al., 2018). Instructional Management involves organizing and delivering lessons effectively, using diverse teaching methods, formative assessments, and responsive planning to optimize learning outcomes (Kumar & Liu, 2019). Physical Environment Management highlights the importance of a well-organized, adaptable classroom space that encourages interaction and reduces distractions (Buyuktaskapu Soydan et al., 2018).

Another vital dimension is Emotional and Social Climate Management, which promotes student well-being and mutual respect through relationship-building, inclusive practices, and social-emotional support (Chow et al., 2024). Time Management ensures the efficient use of instructional time, minimizing downtime and maximizing student engagement through proper pacing and lesson structuring (Arshad et al., 2018). Finally, Engagement Strategies actively involve students in their learning through interactive tasks, real-life applications, technology integration, and feedback mechanisms (Tran & Nguyen, 2021). Together, these six dimensions provide a comprehensive framework for effective classroom management, enabling educators to create an environment conducive to both academic achievement and holistic student development.

It is the assumption of this study that teachers' pedagogical philosophy significantly influence their classroom management strategies. It is expected that teachers who align with philosophy like constructivism or progressivism will adopt student-centered management approaches, while those adhering to essentialism or perennialism may favor more structured, teacher-directed methods. Additionally, the study assumes that there is a strong alignment between teachers' stated beliefs and their classroom practices, with contextual factors in Kasibu West District potentially shaping these practices. It also assumes that teachers possess self-awareness of their educational philosophy and that variations in philosophical beliefs will lead to differences in management strategies.

3. Methodology

Research Design - This study utilized a quantitative research design, specifically employing the descriptive-correlational method, to explore the relationship between public elementary school teachers' pedagogical philosophy and their classroom management strategies in Kasibu West District during the 2025–2026 school year. The primary objective is to determine how teachers' underlying beliefs about teaching and learning influence the strategies they adopt to manage classroom behavior, facilitate instruction, and create supportive learning

environments. As emphasized by Creswell (2018), quantitative research allows for the objective measurement of variables and the identification of statistical relationships, while Yin (2015) underscores the value of descriptive-correlational methods in real-world educational settings where variables are not manipulated.

The study focused on six dimensions of pedagogical philosophy: perennialism, which values enduring truths and classical knowledge; essentialism, which emphasizes core academic content and discipline; progressivism, which promotes learner-centered and experiential education; constructivism, which highlights the active construction of knowledge through experience; existentialism, which focuses on individual choice and authenticity; and social reconstructionism, which views education as a means for social reform and equity. In parallel, the study examined six key areas of classroom management strategies: behavioral management, which addresses discipline and behavior reinforcement; instructional management, which involves planning and delivering lessons effectively; physical environment management, which includes organizing classroom space and maintaining cleanliness; emotional and social climate management, which pertains to fostering positive teacher-student relationships and classroom atmosphere; time management, which deals with the efficient use of instructional time; and engagement strategies, which are used to motivate students and sustain their attention.

Descriptive statistics was used to summarize the collected data, and correlational analysis—specifically Spearman rank correlation coefficient—identified the strength and direction of the relationships between pedagogical philosophy and classroom management strategies. The used of standardized survey instruments ensures consistency and reliability across participants. Ultimately, this research aims to generate data-driven insights that will inform teacher development programs, enhance classroom practices, and support school leaders in fostering an educational environment that harmonizes philosophical beliefs with effective classroom management.

Research Environment - This study was conducted among the public elementary schools of Kasibu West District for the academic year 2025-2026. Kasibu West District, situated in the municipality of Kasibu, Nueva Vizcaya, offers a dynamic and meaningful environment for research on pedagogical philosophy and classroom management strategies among public elementary schools. The district, under the leadership of District Supervisor Olivia M. Brazil, oversees the management and affairs of both elementary and secondary schools, ensuring that educational standards are upheld across the district. Kasibu West District is composed of geographically diverse communities, with a predominance of upland areas, each contributing to distinct educational contexts. The district serves a varied student population from different cultural and socio-economic backgrounds, including indigenous groups such as the Bugkalot, Ifugao, and Kalanguya. This rich diversity enhances the educational landscape, offering multicultural perspectives that are integral to the learning experience. Teachers in the district play a crucial role in bridging cultural differences, fostering an environment of inclusivity and mutual respect.

The diversity of learner needs in Kasibu West District presents both challenges and opportunities for educators to adapt and innovate their pedagogical approaches. Teachers are compelled to blend traditional teaching methods with progressive philosophies to meet the diverse learning needs of their students. This dynamic setting creates an ideal environment to study the practical application of various pedagogical philosophies, particularly in real-world classroom settings. Furthermore, classroom management strategies in Kasibu West reflect a blend of structured discipline techniques and community-based practices, both of which are deeply rooted in the cultural values of the local communities. However, the district also faces challenges such as resource limitations, multi-grade classrooms, and varying levels of parental involvement. These factors provide valuable insights into how teachers maintain classroom order, promote positive learning environments, and encourage student engagement. Under the leadership of District Supervisor Olivia M. Brazil, Kasibu West District's unique cultural and geographical composition offers a fertile ground for exploring pedagogical philosophies and effective classroom management strategies in the Philippine public school system.

Respondents of the Study - The study involved 126 public elementary school teachers from Kasibu West District, representing 67.02% of the total 188 teachers across the district's public elementary schools. The sample

size was determined using Slovin's Formula, ensuring a statistically representative and methodologically sound selection. This approach captures a wide range of perspectives across diverse school settings, enhancing the reliability and validity of the study's findings. Ethical considerations are paramount in this research. Participants were fully informed about the purpose of the study, its objectives, and how the findings was used. Consent was obtained from each teacher prior to their participation, ensuring that their involvement.

Sampling Procedure - This study aimed to explore the pedagogical philosophy of public elementary school teachers in Kasibu West District and examined how these philosophical orientations related to their classroom management strategies during the 2025–2026 academic year. To ensure a comprehensive and representative sample, the study employed a stratified sampling technique. Teachers were categorized based on their respective schools, and respondents were randomly selected from each stratum. This approach not only enhanced statistical reliability but also captured the diverse philosophical beliefs—such as perennialism, essentialism, progressivism, constructivism, existentialism, and social reconstructionism—that guided teaching practices across various educational settings. Ethical principles were rigorously upheld throughout the research process. All participants were asked to provide informed consent, ensuring they fully understood the study's objectives, procedures, and possible implications. Participation was entirely voluntary, and respondents retained the right to withdraw from the study at any point without penalty, thereby preserving their autonomy and psychological well-being.

To protect the confidentiality and anonymity of the participants, personal identifiers were removed from the data, which were securely stored and accessible only to the researcher and adviser. Data presentation was structured in a way that prevented the identification of individual respondents, ensuring that their privacy was maintained throughout the study. In alignment with the ethical principles of beneficence and non-maleficence, the study was designed to maximize educational insights while minimizing any potential risks to participants. Given the introspective and reflective nature of examining deeply held pedagogical beliefs and classroom strategies—including behavioral, instructional, environmental, social-emotional, time, and engagement management—precautions were taken to prevent discomfort. Support resources were made available to any participants who experienced unease during the research. Finally, the study complied with all institutional and national ethical guidelines to ensure the protection of participants' rights and welfare. Through this ethically grounded approach, the research sought to provide meaningful insights into how pedagogical philosophies influenced classroom management strategies, contributing to the development of responsive, student-centered teaching environments in Kasibu West District.

Research Instrument - In order to gather the needed data for this research investigation, the following research instruments were utilized:

- **Classroom Management Strategies Questionnaire.** This 36-item instrument, developed and validated by Chow et al. (2024), is designed to assess the classroom management strategies (CMS) employed by teachers across diverse cultural contexts. Created with a universal framework, the questionnaire ensures broad applicability across various geographical and educational settings. Demonstrating strong internal consistency, the tool has a Cronbach's alpha coefficient of 0.917, indicating high reliability.
- **Pedagogical Philosophy Checklist.** This 36-item questionnaire, developed by Yazon and Ang-Manaig (2018), is designed to assess the pedagogical beliefs and teaching philosophy adherence of Filipino educators. The instrument underwent both content validation and expert review to ensure its relevance and appropriateness. It demonstrated a high level of internal consistency, with a Cronbach's alpha coefficient of 0.892, indicating its reliability as a measurement tool.

Data Gathering Procedure - This study commenced with the formal acquisition of authorization from the Schools Division Superintendent of Nueva Vizcaya. This was facilitated through a recommendation letter from the Dean of the College of Teacher Education, ensuring adherence to institutional protocols and ethical research standards. This preliminary step not only reinforced the credibility of the study but also aligned the research initiative with district policies concerning professional development and educational inquiry. Following approval,

the researcher coordinated closely with the District Supervisor of Kasibu West District to systematically implement the research process across the public elementary schools. The primary data source consisted of public elementary school teachers, who served as key informants in exploring the interplay between their pedagogical philosophies—such as perennialism, essentialism, progressivism, constructivism, existentialism, and social reconstructionism—and their application of classroom management strategies. These strategies were examined along the dimensions of behavioral management, instructional management, physical environment management, emotional and social climate, time management, and learner engagement.

Before administering the research instruments, an orientation session was conducted to ensure that all participants were fully informed about the study's goals, scope, and relevance. This session highlighted how pedagogical philosophy shaped teaching approaches and directly influenced classroom management practices, which in turn impacted student behavior, engagement, and achievement. Clear communication at this stage fostered trust and openness among participants, encouraging honest and thoughtful responses that enriched the validity of the findings. Upon completion of data collection, responses were systematically encoded and analyzed using appropriate statistical techniques. Descriptive statistics summarized teachers' philosophical inclinations and classroom practices, while correlational methods explored the strength and direction of the relationship between these two core variables. This analytical framework uncovered key patterns, strengths, and gaps, enabling a deeper understanding of how philosophical beliefs informed day-to-day classroom dynamics. The insights gained guided the development of more targeted teacher training programs, support systems, and policy interventions.

To maintain the highest standards of research ethics, all participants were provided with a comprehensive explanation of the study's objectives, procedures, and potential risks and benefits. Informed consent was secured through signed documentation, emphasizing the voluntary nature of participation and the right to withdraw at any stage without consequence. Participants were also allowed to skip questions they found uncomfortable, ensuring respect for their autonomy. Confidentiality and anonymity were strictly observed. All personal identifiers were removed from the data, and findings were reported in aggregate form to prevent identification of individuals or specific schools. Data were securely stored and accessible only to the researcher and adviser. Any distress experienced during the research process was addressed with sensitivity, and participants were allowed to pause or discontinue at any time. Moreover, the study underwent ethical review by a panel of examiners to ensure compliance with institutional and national research guidelines. All necessary permissions from educational authorities were secured prior to field implementation. By observing these ethical principles, the research not only generated valid and reliable findings but also upheld the dignity, rights, and well-being of all teacher-participants. Ultimately, this study sought to provide meaningful contributions to the professional discourse on teaching philosophy and classroom practice, supporting efforts to create more reflective, cohesive, and student-centered learning environments in Kasibu West District.

Statistical Treatment of Data - The data collected through the questionnaire were analyzed using the following statistical tools to explore the relationship between teachers' pedagogical philosophies and their classroom management strategies:

- **Mean.** This was used to assess the overall pedagogical philosophies of the teachers in the Kasibu West District, including their approach to teaching and learning, such as their alignment with Perennialism, Essentialism, Progressivism, Constructivism, Existentialism, and Social Reconstructionism. Additionally, it will determine how teachers perceive their classroom management strategies, including behavioral management, instructional management, and strategies for creating a positive emotional and social climate within the classroom.
- **Spearman Rank Correlation.** This was employed to examine the significant relationships between teachers' pedagogical philosophy and their classroom management strategies. By analyzing these correlations, the study aimed to identify how a teacher's beliefs about education influence their classroom practices, including the effectiveness of their management strategies in fostering student

engagement, promoting positive behavior, and maintaining an organized, supportive learning environment.

4. Results and Discussion

This study examined the interplay between pedagogical philosophy and classroom management strategies among public elementary school teachers in Kasibu West District during the academic year 2025–2026. It employed a quantitative research approach utilizing a descriptive-correlational design to determine the relationship between the two key variables. The pedagogical philosophy of teachers was explored across six philosophical dimensions: perennialism, essentialism, progressivism, constructivism, existentialism, and social reconstructionism. Meanwhile, classroom management strategies were assessed based on six components: behavioral management, instructional management, physical environment management, emotional and social climate management, time management, and engagement strategies. Data were gathered using a validated and reliable research instrument, ensuring the accuracy and credibility of the findings. Descriptive statistics, particularly the mean, were utilized to summarize the responses of the participants. Furthermore, the Spearman Rank Correlation was applied to determine the strength and direction of the relationship between pedagogical philosophy and classroom management strategies. The null hypothesis was tested at the 0.05 level of significance to establish statistical validity and support the interpretation of results.

The study aimed to achieve several specific objectives. First, it sought to determine the perception of public elementary school teachers in Kasibu West District regarding their pedagogical philosophy along the dimensions of perennialism, essentialism, progressivism, constructivism, existentialism, and social reconstructionism. Second, it aimed to assess the respondents' perception of their classroom management strategies in terms of behavioral management, instructional management, physical environment management, emotional and social climate management, time management, and engagement strategies. Third, the study intended to examine the significant relationship between the respondents' pedagogical philosophies and their classroom management strategies. Finally, it aimed to develop an educational management intervention based on the significant findings of the study to enhance and sustain teachers' pedagogical philosophies and classroom management strategies. Based on the objectives of the study, the following are the significant findings of the study.

- The findings show that teachers demonstrated a high level of educational philosophy (grand mean = 3.33, "Very Good"), indicating strong integration of philosophical foundations in teaching. Constructivism ranked highest (3.51, "Excellent"), reflecting a strong emphasis on learner-centered and active learning approaches. Progressivism and existentialism followed (3.36), highlighting the value of experiential learning, individuality, and student autonomy. Social reconstructionism (3.31) suggests moderate emphasis on education for social change. Perennialism (3.22) and essentialism (3.21), though lowest, still rated "Very Good," indicating continued focus on foundational knowledge and core skills. Overall, teachers exhibit a balanced blend of student-centered and traditional philosophies in practice.
- The findings revealed that teachers demonstrated a high level of effectiveness in classroom management strategies (grand mean = 4.23, "Very Good"), indicating consistent implementation of practices that support a productive learning environment. Emotional and social climate management ranked highest (4.50, "Excellent"), highlighting teachers' strength in fostering positive and supportive classrooms. Behavioral management and physical environment management (4.16) showed effective discipline and classroom organization. Time management (4.28) reflected efficient use of instructional time, while engagement strategies (4.22) indicated active student involvement. Instructional management ranked lowest (4.08) but remained "Very Good," suggesting opportunities for further improvement in lesson delivery and instructional practices.
- The study revealed a very weak positive and non-significant relationship ($r = 0.0431$, $p = 0.632$) between teachers' educational philosophy and their classroom management strategies. This indicates that

philosophical beliefs do not significantly influence how teachers manage their classrooms. Although there was a slight tendency for alignment between beliefs and practices, the effect was minimal. Among the different philosophies, progressivism showed the highest correlation, but it remained very weak and statistically insignificant. Other philosophies such as essentialism, perennialism, constructivism, social reconstructionism, and existentialism also demonstrated negligible relationships. These findings suggest a gap between what teachers believe and what they actually practice in the classroom. Factors such as teaching experience, training, school environment, and institutional demands may have a stronger influence on classroom management.

- The findings of the study served as basis in the development of a comprehensive teacher training program designed to enhance both pedagogical practices and classroom management strategies. Analysis of the data identified benchmark statements with the lowest mean scores, indicating areas where teachers demonstrated less frequent implementation or faced challenges. In response, the training program specifically targeted these dimensions to address gaps in instructional effectiveness, student engagement, and classroom leadership. The program emphasized practical strategies, reflective practices, and collaborative learning approaches, providing teachers with opportunities to strengthen competencies, apply evidence-based methods, and improve overall classroom outcomes. By aligning professional development with identified needs, the program offers a structured and supportive framework for enhancing teaching effectiveness and fostering student-centered learning environments.

5. Conclusions

Based on the significant findings of this study, the following conclusions were drawn.

- The findings indicate that teachers exhibited a high level of educational philosophy, reflecting a strong integration of well-established pedagogical beliefs into their instructional practices and decision-making processes.
- The results reveal that teachers demonstrated a high level of effectiveness in classroom management strategies, suggesting consistent implementation of practices that foster organized, supportive, and productive learning environments.
- The analysis indicates a very weak positive and non-significant relationship between teachers' educational philosophy and their classroom management strategies, suggesting that philosophical orientations do not strongly or consistently translate into practical classroom management behaviors.
- Based on the identified gaps, a comprehensive teacher training program was developed to enhance both pedagogical practices and classroom management strategies, emphasizing practical applications, reflective practices, and evidence-based approaches to improve teaching effectiveness and student outcomes.

Recommendations - Based on the conclusions mentioned above, the following recommendations are offered.

- Education authorities and school administrators may implement professional development programs that deepen teachers' understanding of various educational philosophies and their practical application in classroom settings. This will support teachers in aligning their instructional decisions with their pedagogical beliefs more consistently.
- Schools may provide ongoing mentoring and coaching focused on classroom management strategies, particularly in areas such as emotional and social climate, behavioral management, and engagement techniques, to ensure a productive and student-centered learning environment.
- Teachers may be encouraged to design and utilize instructional resources that reflect both their

philosophical orientation and the contextual needs of learners, promoting active participation, individualized learning, and meaningful knowledge construction.

- Schools may foster professional learning communities where teachers regularly reflect on teaching practices, share experiences, and collaboratively address challenges related to pedagogy and classroom management. This can enhance instructional effectiveness and promote a culture of continuous improvement.
- Future researchers are encouraged to replicate this study in other districts or educational levels, incorporating additional variables such as teaching experience, school environment, or learner diversity. Employing a qualitative research design, such as interviews or focus group discussions, can provide deeper insights into how educational philosophies influence classroom management practices in varied contexts.

6. References

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