

Professional Development and Classroom Management Strategies of Grade 8 Public School Teachers in Tagum City

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Abstract. The study examined the relationship between professional development and classroom management strategies of grade 8 public school teachers in Tagum City, Davao del Norte. A descriptive quantitative research design was employed, and data were collected from 150 grade 8 public school teachers in Tagum City through stratified random sampling. Modified research survey questionnaires were utilized to assess the professional development and its significant relation, if any, with classroom management strategies. The findings revealed that that overall mean score for the professional development was very high, indicating a very high level of agreement among the respondents. On the other hand, the overall mean score for classroom management strategies was very high, with a descriptive equivalent of very high level. Furthermore, a significant positive relationship was observed between professional development and classroom management strategies, suggesting the importance and effectiveness of investing in the professional development and competence of teachers to improve classroom management strategies. This relationship implies that as teachers enhance their professional skills and competencies, their ability to manage classrooms effectively also improves. These results underscore the integral role of continuous professional development in supporting and strengthening classroom management practices. These findings are consistent with existing literature, which highlights the importance of continuous, well-designed professional development programs in building the practical skills necessary for managing student behavior and fostering academic success.

KEY WORDS

1. Professional development
2. classroom management strategies
3. competence of teachers

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1. Introduction

Education is a constantly evolving field, adapting to the shifting demands of students and society. Among the many elements that determine educational quality, teachers play the most critical role, guiding both the academic growth and personal development of learners. At the heart of a professional teacher's responsibilities lies effective and efficient instruction—not just imparting knowledge but also creating an inspiring and supportive classroom atmosphere. Teachers are the cornerstone of classroom management, using strategic approaches to maintain discipline, encourage participation, and nurture mutual respect among students. Their ability to manage classrooms effectively directly impacts the quality of education, as well-managed class-

rooms minimize disruptions, maximize instructional time, and create a safe space for learning. Teachers who excel in classroom management are adept at addressing diverse student needs, maintaining clear and consistent expectations, and using proactive approaches to prevent behavioral issues (Wilkinson, et. al., 2020). Thus, the teacher's role extends beyond instruction to encompass the creation and maintenance of a learning environment that supports and enhances student achievement and well-being. For students to receive a good education, teachers must be able to effectively manage their classes. Although it creates the conditions for good instruction, classroom management cannot guarantee effective instruction in and of itself. Moreover, classroom management skills significantly influence teachers' persistence in their teaching careers, especially in their professional development (Oliver, 2007 as cited in Ranmechai, S. Poonputta, A., 2023). Teachers often express concern about the lack of effective measures to manage significantly disruptive student behavior. Teachers who have problems managing behavior and discipline in the classroom often have high levels of stress and symptoms of burnout (Oliver, 2007 as cited in Ranmechai, S. Poonputta, A., 2023). Furthermore, a lack of proper training and inadequate professional growth opportunities significantly contribute to the classroom management difficulties teachers encounter. Although educators widely acknowledge the critical role of effective classroom management, many express frustration over insufficient preparation and limited guidance from peers and school leaders in maintaining a structured and engaging classroom atmosphere (Baker, 2005, as cited in Boudreault Lessard, 2020). Generally, according to Smith and Jones (2023), instructors tend to abandon their area of specialization within the initial seven years due to inadequate professional development opportunities. The lack of required coursework dedicated to classroom management in teacher

training programs is alarming. Moreover, fewer than half of all teacher education programs include evidence-based classroom management skills. Moreover, the absence of enough training in classroom control has increased the need for interventions designed to provide appropriate professional development to practitioners already working in the field. Therefore, there is a clear demand for providing teachers with adequate PD related to classroom management skills. According to Donovan et al. (2002) noted in Wilkinson et al. (2020) that poor instruction and classroom management lead to low student achievement alongside increasing education referrals. As highlighted by Gage et al. (2018), a teacher's management of the classroom influences the likelihood of student success. The goal of classroom management is to enhance learning opportunities for students. Effective discipline strategies that contribute to a positive classroom climate should be pursued by teachers as fundamental objectives for their students. Educators frequently rank classroom management among their most critical needs (Wei et al., 2010, cited in Bates, 2018). Despite its importance, few professional development programs address this essential skill, leaving many teachers without formal training opportunities. Both pre-service preparation and in-service support in this area remain inadequate, hindering instructional effectiveness. Consequently, there is a pressing demand for structured, high-quality, and sustained professional development initiatives focused on classroom management strategies (Wei et al., 2010, cited in Bates, 2018). Lately, researchers have advocated integrating teacher support around classroom management, including strategies such as self-monitoring and ongoing performance feedback. Therefore, issues such as teachers receiving insufficient training in the field of classroom management in their pre-service teacher education courses have arisen (Wei et al., 2010 as cited in Bates, C., 2018). In the Philippines, the

Function of Filipino Teachers The 2016 revised set of professional standards (Professional Standards for Teachers) of the country, particularly the domains 1 and 4 of DepEd Order No. 42 S.2017 on National Adaptation and Implementation of the Philippine Professional Standards for Teachers (PPST) provides that “teachers should demonstrate the taught skills in the use of communication strategies, teaching strategies, constructive, management and ensure high-quality learning towards achieving high levels of learning achievement.” With this, a teacher in high school should model excellence and possess exemplary management practices in the classroom by learning how to manage the classroom effectively. However, there is a lack of attention that classroom management receives in teachers’ professional and preparation programs in the field of education (Eisenman et al., 2015 as cited Igwe, G. C., Amirize, M., 2023). In addition, faculty training sessions focusing on instructional planning and delivery, subject matter expertise, student rapport, and effective classroom management enhance overall professional development. Innovative collaboration expands twenty-first century teaching strategies (Nairz-Wirth Feldmann, 2019). Therefore, there has been a shift toward the elevation of teacher quality for enhanced student engagement. Teacher devotion to their profession as well as commitment to performance is observable growing in this contemporary era alongside rigorous self-evaluation in academics and classroom control skills. To help students in the globally competitive environment, high school teachers need to embrace the constant shifts in the educational system that are designed to serve students better. In Tagum City, Davao del Norte elementary school teachers struggle with large class sizes compounded by diverse and complex student needs as well as behavioral concerns which strain limited resources and multitasking professional development demands. Responsive instruction tailored to managing diverse class-

rooms necessitating professional training is essential. In particular, Grade 8 is a pivotal moment in a student’s educational journey, focusing on transitioning from elementary school to high school. The approaches taken by Grade 8 teachers as they manage their classes and motivate students to participate can make or break academic achievement along with impacting learning for years to come. With the enactment of ‘No Filipino Child Left Behind’ Act of 2010, the State shall ensure education opportunities are made accessible. The most recent changes in the act center around standardization of the curriculum which leads to a shift in responsibility whereby teachers must be answerable for children’s outcomes. The Act emphasizes that the state remains responsible for providing every child with education while guaranteeing inclusiveness and quality at all levels emphasizes both equity and excellence. Significantly, accountability ensures performance outcomes achieved affirming the vital role played by teachers towards meeting educational milestones. Through standardized reforms, growth and equitable access gaps are addressed so that all learners, regardless of geographical location or socio-economic background receive an integrated education. Therefore, proficient Grade 8 educators manage and deliver content to engage students in learning, thus aiding the act’s mission which seeks to ensure that no child is left behind in their education. By cultivating an engaging and inclusive classroom atmosphere, these teachers are able to address every student’s unique learning needs. This commitment aligns with the act while also helping children develop self-esteem, determination, and an enduring passion for learning. This study investigates educational management complexities in Grade 8 settings, recognizing classroom management as a multifaceted construct involving strategies, techniques, and approaches that foster productive learning environments. The research centrally examines how professional development

impacts Grade 8 teachers' classroom management efficacy. Continuous educator growth remains vital for mastering pedagogical advancements, educational trends, and evidence-based practices.

1.1. Theoretical/Conceptual Framework of the Study—This research is anchored in the theory of Classroom Management and Organization (CMO) Model by Kounin (1995). Kounin's model is based on the idea that effective classroom management involves both preventing discipline problems and responding appropriately when they occur. The model emphasizes proactive strategies to create an organized and well-managed learning environment. This theoretical model aligns with professional development by providing the foundation for teachers to understand how their actions and instructional practices can impact classroom management. Professional management programs often incorporate the model's principles to help teachers refine their strategies and enhance their classroom management skills. The theory adapted on Transformational Leadership by Downton (1973) shall be the one utilized supporting theory of this research work. It is devoted to the influence of the actions of the leaders on motivation, satisfaction, and performance of followers. In this research work, The Theory of Transformational Leadership proposes that the teachers that demonstrate with the use of the transformational leadership style: Leadership traits that are transformational like vision, inspiration, intellectual oral stimulation, personal attention, and personal attention, are potentially to bring classroom help the management in tackling strategies efficiently. As long as teachers show these qualities, then they can come up with efficient techniques of handling approaches within classroom as a professional development process. The other Supporting theory is the Social-Emotional Learning SEL Theory According to Goleman (1994). The SEL is one of the approaches that acknowledges the significance of enriching the

social and environmental areas of competence in students to facilitate their academic satisfaction, and life in general. Such theory is comprised of major factors include Self-awareness where we know the emotions of the one self strengths, weaknesses, and values; Self management where students come to develop abilities to manage feelings, and actions, to establish objectives, and to make choices; Social Awareness whereby teachers observe and perceive the feelings and through the eyes of the students; Relationship skills where the teachers develop good relationships; build relationships, communicate effectively, conflict affairs in classroom environment; and making responsible decisions where ethical and positive decisions are made decisions, taking the students welfare into account. This research seeks to have a holistic knowledge of the impact of the professional growth of educators geared toward their successful classroom management. These theoretical frameworks are incorporated in the strategies. The theoretical basis The theoretical basis consists in the fact that, by the end of the XIX century, a vast quantity of critical documents concerning „Man and his role in society“ was at the disposal of scholarly circles which will be guided by Social Learning Theory, Transformational Leadership Theory, and Social-Emotional Theory, will be used to study the impact of professional development on classroom management strategies of 8th grade teachers. The conceptual framework for this study on “Professional Development towards the Effective Classroom Management Strategies” consists of three main components: Professional Development, Effective Classroom Management Strategies, and their relationship. Professional Development encompasses various dimensions, including Planning Competence, Instructional Competence, Management Competence, Evaluation Competence, and Professional Development Competence. On the other hand, the Effective Classroom Management Strategies component focuses on the

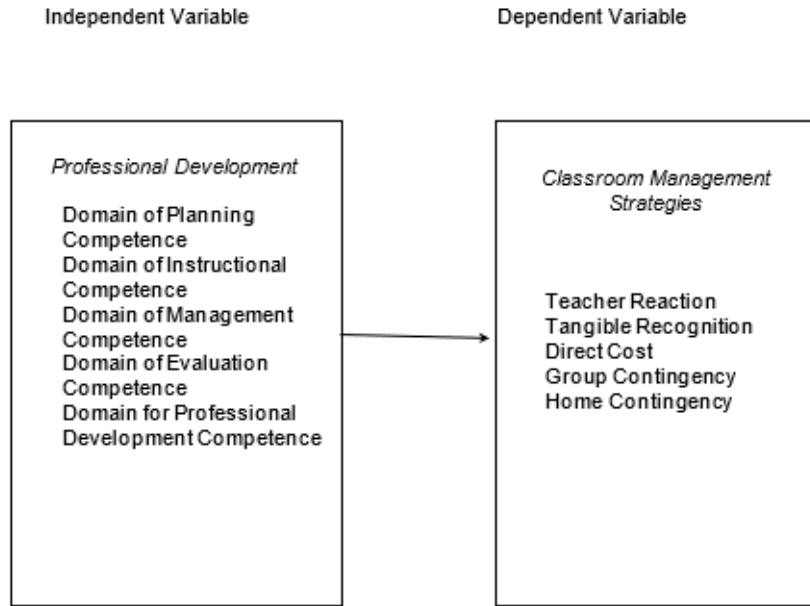


Fig. 1. Theoretical/Conceptual Framework
Authoritative, Authoritarian, Permissive, and Indulgent Strategies.

2. Methodology

This section contains the research design, research respondents, research instrument, data gathering procedure, and data analysis. Through detailing the research design, identifying the research respondents, and selecting an appropriate research instrument, the study systematically gathers and analyzes data to provide meaningful insights.

2.1. Research Design—A descriptive quantitative research design was employed in this study, which aimed to provide an overview and explore the factors influencing a particular phenomenon. This approach allowed for the examination of quantifiable variables, enabling researchers to systematically measure and analyze data. By focusing on numerical data, the study aimed to identify patterns, relationships, and trends related to the phenomenon under investigation. This method also facilitated the development of organizational capabilities based on strategic management literature as highlighted by Kumar et al. (2023). To gather quantitative data regarding the phenomenon, a survey instrument was utilized. The survey was specifically developed on behalf of the targeted respondents to respond to a number of questions. This survey focused on collecting quantitative data related to the phenomenon under investigation. The design of the survey instrument was suitable for gathering data from the target respondents and capturing their responses to the survey questions. The survey focused on collecting data related to various factors influencing the phenomenon under investigation. By using structured questionnaire, the study was able to gather a large amount of data from a significant number of respondents efficiently. This method not only provides a comprehensive overview of the factors at play but also facilitated the identification of key vari-

ables that could be further explored in future research. The use of a survey instrument in this descriptive quantitative research design thus played a crucial role in achieving the study's objectives and providing valuable insights into the phenomenon.

2.2. Ethical Consideration—The researcher was quite concerned in following the required guidelines presented as part of the standard requirements of carrying out the research study especially in managing the population and the data. This was done through the survey questionnaires, and supporting documentation of other authors, so that the Ethics Committee could further evaluate it and grant authorization. After acquiring the approval, he had to move on to the next stage of the study.

Obtaining Informed Consent

The respondents were made to sign a written informed consent and they were sufficiently advised on the purpose of the study and a clarification was provided to them to make them understand why participation was required. It was stressed that the respondents were not forced or required to participate in the research despite it being voluntary. The researcher also gave priority to the psychological well-being of the respondents and they signed the written permission. They were told that the research was going to research on how educational management can help in the promotion of professionalism among teachers.

Vulnerability of Research Participants

Since the respondents were teachers, they were not perceived as very vulnerable as they were legal age and not considered to be psychologically vulnerable. The researcher accentuated that the survey would be accomplished in the comfort of the respondents. The privacy of the participants was upheld by ensuring the use of confidentiality measures.

Privacy and Confidentiality

This research went in conformance with the Data Privacy Act of 2012. They put measures in

place to make sure that the data captured could not be referred back to participants protecting their identity. Moreover, there would be no sharing of personal information with any people without the active contracts of the respondents. The researcher and no one was allowed to access the survey information. The survey results were completely erased after getting all the needed information to make sure that it is not possible to trace them back to the participants.

Risk, Benefits, and Safety

Prior the survey questionnaires are administered, the researcher offered the full disclosure to the respondents stating what participation in the research will entail and what the benefits of the study will do to the respondent and the guaranty of the confidentiality of the responses. The respondents had a chance to pose questions that could relate to the study. The respondents were taken care of by making measures to avoid exposing them to any danger. In the research, the questionnaire and the interview guide contained no offensive or derogatory remark. The online questionnaire was allotted enough time to the respondents and they had the liberty to avoid responding to a question which made them feel psychologically or emotionally disturbed. They also had a choice of leaving the study whenever they felt incapable of sharing some information. The researcher considered involvement of the respondents and their welfare as the number one priority in studying the research.

Justice In order to remain objective on the choice of the respondents all of the participants were treated equally with no form of bias or prejudice. All the juniors who studied in the schools that were purposely selected and were bonafide junior high school students figured in this study provided they were qualified. The researcher did not interfere with the routine of the respondents because he valued their time. Souvenirs to signify appreciation were also given as a way of thanking them over their attendance. Such tokens were packaged with care and cleaned

with sanitizer and delivered at the doorstep of the respondents.

Transparency

Communications involved in the research were all honest and transparent. The discussed methods were adopted in the way that was focused on welfare of the participants. Every single document related to data analysis and processing was introduced, making the research process open. The level of involvement was well explained and the objectivity of the researcher was retained in the interpretation of data as well as the findings of the study.

Researcher Qualification

The issue that was addressed was the fact that factors like conflict of interest would not affect the answers made by the respondents. The findings of the research were shared with the respondents, parents and school administrators of the participated schools and at the same time the anonymity of the respondents was guaranteed. A duplicate of the research findings was delivered to the Division of Tagum City, which allows the research findings to be available to the workers to learn and study.

Adequacy of Facilities

It involved the respondents in a desirable environment with enough and easily accessible learning materials. The actual collection of data was precisely done by recording diligently the rating of respondents at a time when the researcher was highly motivated in order to make as little mistakes as possible. Analysis and results obtained were competent and coherent and formed a main basis according to which adequacy is evaluated.

Community Involvement

Participation of the community was also engaged during the research at every stage of study, including planning and reporting. The research results were disseminated to the community by use of assemblies, forums, and conferences. The community played a major role in the decision making process of the research

agenda, selection of suitable methods to apply in their setting and how to use the results or findings to advance the community.

2.3. Research Respondents—The respondents in the study were the grade 8 teachers in the public schools Davao del Norte Tagum City. The respondents were chosen as 150 people using stratified random sampling method. Segmentation of a population the most important elements of the sampling are splitting up into smaller subgroups known as strata method referred to as stratified random sampling. According to Lumley (2023), macro-molecules whose properties are dissolved are called stratification, sometimes called stratified random sampling, the strata are designed depending on the characteristics or qualities possessed by the members, e.g. income or level of education. Due to the heterogeneous nature of the population of this study which can be divided into two stratified random sampling is the suitable method to be utilized in their categorization based on auxiliary data. In this research particular inclusion criteria was used to identify the respondents. The key factor of this study is the choice of respondents that will offer information attaining the aim of this study. Therefore, survey questionnaires were only to be provided to grade 8 teachers only in the Division of Tagum City, Davao del Norte, those who did not undergo any administrative, judiciary or criminal action, as well as those teachers who voluntarily signed the ICF statement. More so, the study was restricted just according to the nature of the problem as per the research questions. Therefore, it has not made differences in regard to gender and socio-economic status of the teachers.

2.4. Research Instrument—The research tool that has been applied is a customized modified a research questionnaire which is applicable to a study. The questionnaires dealt with the professional development towards the effective classroom management strategies of grade 8 teachers. In Professional Development, Pan

(2017) developed five competences namely Domain of Planning Competence, Instructional Competence, Management Competence, Evaluation Competence, and Development Competence. This is a comprehensive framework of five key competencies that are essential for educators to excel in their roles. These competencies are designed to enhance various aspects of teaching and learning, ensuring that educators are well-equipped to meet the demands of their profession (Pan, 2017). Additionally, in Effective Classroom Management Strategies, Simonsen et al., (2020) discussed the five indicators namely: Teacher Reaction, Tangible

Recognition, Direct Cost, Group Contingency, and Home Contingency. These indicators contribute in creating and maintaining a productive learning environment. The questionnaire is designed to help teachers manage student behavior effectively, ensuring a positive and conducive classroom environment. A pilot test was conducted in the nearby school and yield a Cronback Alpha .872 on the 50 item questions. The contents of the instrument were presented to a group of experts for validation. Five orderable gradations with their respective range of means descriptions were considered:

Range of Means, Descriptive Equivalent, and Interpretation on Professional Development of Teachers

Range of Means	Descriptive Equivalent	Interpretation
4.20 – 5.00	Very High	Professional development of teachers is always manifested.
3.40 – 4.19	High	Professional development of teachers is frequently manifested.
3.00 – 3.39	Average	Professional development of teachers is sometimes manifested.
1.80 – 2.59	Low	Professional development of teachers is seldom manifested.
1.00 – 1.79	Very Low	Professional development of teachers is never manifested.

2.5. Data Gathering Procedure—Upon validation of the research questionnaire, the researcher followed specific steps in conducting the study: Deans Endorsement Letter To allow the researcher to undertake the study, he gained the consent of the Dean of the Graduate School at Rizal Memorial Colleges. Incorporated, Davao City. The permission letter was sent to the DepEd division of the Tagum City accompanied by endorsement letter. After that, the researcher requests action of a letter to the

school supervisors of the chosen public high school in Tagum City. Then the permission letters to the principals of the schools were submitted with the endorsement letter. The identified respondents were contacted via the researcher of the Tagum City and Davao del Norte and were explained in details about the research study and their consent to take part in the study was sought. The link came along with a detailed description of how the study was voluntary and paper copies were available on request. The

Scale Descriptive Ratings and Interpretation on Professional Development of Teachers

Range of Means	Descriptive Equivalent	Interpretation
4.20 – 5.00	Very High	Professional development of teachers is always manifested.
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3.00 – 3.39	Average	Professional development of teachers is sometimes manifested.
1.80 – 2.59	Low	Professional development of teachers is seldom manifested.
1.00 – 1.79	Very Low	Professional development of teachers is never manifested.

email message reassured the involved parties that their school principals gave prior consent. Distribution and Retrieval of the Questionnaire After the approval to undertake the study, the researcher sent the questionnaires to the respondents. In the process, the researcher speaks briefly about the usefulness of the survey and gives clarification to the identified respondents. The administration of the questionnaires follows strict health guidelines such as wearing masks and the use of shields as well as complying with the social distancing measure. The respondents

were allowed enough time that they took to fill out the questionnaires. The data was then put under quantitative analysis after gathering it. Collation and Statistical Treatment of Data After retrieval of the questionnaires, the researcher counted the scores of each respondent in order to arrange the data in respective indicators. The scores were later subjected to descriptive analysis and inferential analysis by appropriate use of the Statistical Package for the Social Sciences (SPSS) package..

2.6. Data Analysis—The statistical tools that the researcher applied to manipulate the collected data included the following:

Mean

This statistic is going to be utilized to identify the level of professional growth and classroom control.

Pearson Product Moment Correlation

This statistical approach will determine the important correlation between the independent variable (Professional Development) to the dependent variable (Classroom Management

Strategies). It quantified the magnitude and the direction of the linear relationship between two points of data that are paired. The correlation coefficient, which was indicated as r , was used in the research to determine the affiliation of the variables.

Regression Analysis

This statistical tool will be used to explore the relationship between how the independent variable (Professional Development) influences (Classroom Management) strategies while accounting for other variables' potential effects.

3. Results and Discussion

This chapter shows the findings that were produced following the collected data. It is set in an order according to the objectives of the study as shown in the first chapter. So, it proposes the level of Professional development and its annotations, the level of the classroom management strategies and its indicators, the significant relation between two variables, the domain of professional development that has significant influence on the successful classroom management.

3.1. Extent of Professional Development— Table 1 represent the overall mean results for the Professional Development, focusing on the five domains; Planning Competence, Instructional Competence, Management Competence, Evaluation Competence, and Professional Development Competence. The overall mean scores for this variable ranges from 4.566 to 4.782, indicating a very high level of agreement among the respondents in all areas. The domain of evaluation competence received the highest mean score of 4.782, and the domain of planning competence received the lowest mean score of 4.566. These results suggest that the grade 8 public school teachers in the division of Tagum City, Davao del Norte, perceive themselves as highly competent across all key areas of professional development. The particularly high score in evaluation competence indicates a strong emphasis on reflective practice, assessment, and the use of feedback to enhance student learning. Meanwhile, the slightly lower, but still very high score in planning competence suggests that while teachers feel confident in their ability to design lessons, there may be challenges related to time, resources, or support in instructional planning. Overall, these findings reflect a com-

mitted and capable teaching force that values professional growth and strives to maintain high standards in their educational practice. To conclude, the research finds that Grade 8 teachers in the Division of Tagum City, Davao del Norte of public schools behave to display a very high degree of professional competence on all the domains assessed, including planning, instruction, management, evaluation, and professional development. The high mean scores on the regular basis also show that the teachers are sure in their competences and striving to constant development of the practice. According to Zhang (2022) and Leary (2022), it is becoming a centralized proponent of high-quality professional development in the history of school improvement efforts that are presented in the literature as having shown a positive correlation between the development of teachers and results of student achievement. It can be developed in one of the following forms, on-site special training, a rigorous academic course or another type of advanced learning. Professional learning is an inter-connected and complex endeavor that not only involves mental involvement and emotional involvement, but will also involve the mind and will to want to alter and question personal beliefs, presumptions and pedagogy.

Moreover, it supports with the study of González et al. (2024), revealing consistently high scores in planning, evaluation, methodology, communication, and tutoring competences. These findings underscore that teachers who rate highly in professional domains typically exhibit strong alignment between self-efficacy and

instructional practice. González et al. (2024) further recommend that future training prioritize innovation and digital competency, areas critical for sustainable teacher development and student success. Meanwhile, In the context of developing professional competence, Kalim Bibi (2024) found that higher teacher profes-

Table 1. Summary Mean for Professional Development

Statement	Mean	Descriptive Equivalent
Domain of Planning Competence	4.566	Very High
Domain of Instructional Competence	4.574	Very High
Domain of Management Competence	4.572	Very High
Domain of Evaluation Competence	4.782	Very High
Domain of Professional Development Competence	4.678	Very High
Overall Mean	4.63	Very High

sional development competence significantly predicted improved instructional quality and overall school performance. This finding supports Zhang (2022) and Leary (2022), reinforcing the notion that high-quality, sustained professional development is more impactful than structural reforms alone. With that, these findings highlight a strong foundation of professional skills and a positive attitude toward life-long learning, which are essential for delivering quality education and adapting to the dynamic needs of learners and the educational system.

3.2. Extent of Classroom Management Strategies—Table 2 presents the overall mean results for the Classroom Management Strategies, focusing on the five indicators; Teacher Reaction, Tangible Recognition, Direct Cost, Group Contingency, and Home Contingency. The overall mean scores for this variable ranges from 4.392 to 4.736, indicating a very high level of agreement among the respondents in all areas. The respective highest and lowest mean score was obtained by the indicator home contingency with the highest mean score of 4.736, and by the indicator of direct cost of 4.392. These results indicate that the teachers of grade 8 in the division of Tagum City, Davao del Norte are the most keen in establishing a good school-home relationship in order to facilitate student behavior and the least liking to using disciplinary strategies such as

loss of privileges or images/tokens. The extremely high mean score in home contingency displays that the teachers consider communication and cooperation with parents and one of the fundamental tools to control and reform the student conduct. On the other hand, a rather low but nonetheless quite high mean score in direct cost indicates that although teachers indeed use consequences to act against negative behavior, they might be inclined to more positive and less entangling methods. This is pinned to the research by Marquez et al. (2016, as cited in McGuire et al., 2023), which mentions that the quality of professional development toward classroom management is characterized mainly by the chosen approach and delivery designing. This training is frequently provided as a school wide discipline program with lecture based presentations that teach large amounts of information but do not include modeling and demonstrations required to facilitate real life application. Moreover, since classroom management is complex, no single strategy works for every student or teacher. Teachers with a wider range of techniques tend to experience fewer repeated behavioral issues. Therefore, sufficient research is essential to find ways to help teachers consistently and accurately apply effective classroom management strategies after professional development (Hairrell et al., 2011, as cited in Maajeeny, 2019). Overall, these re-

sults reflect a balanced behavior management style rooted in proactive communication and positive reinforcement. Overall, the research findings indicate that the teachers in the sample of the Grade 8 individuals of public schools in the Division of Tagum City in Davao del Norte show a great interest in the application of various effective classroom control strategies that would enable them to achieve a pleasant and favorable atmosphere in the educational establishment. The educators very much appreciate parental communication, resort to regular feed-

back and reinforcement strategies, and stress on shared responsibility at the classroom level. Although disciplinary strategies entailing direct consequences are considered a bit less emphasized, overall, it was found that the teachers do focus more on collaborative and proactive methods of managing behavior. These findings demonstrate the commitment by the teachers in ensuring that the students are successful by the fusion of clear expectations, positive reinforcement and effective school to home relations.

Table 2. Summary for Classroom Management Strategies

Statement	Mean	Descriptive Equivalent
Teacher Reaction	4.684	Very High
Tangible Recognition	4.690	Very High
Direct Cost	4.392	Very High
Group Contingency	4.694	Very High
Home Contingency	4.736	Very High
Overall Mean	4.64	Very High

Table 13 presents the correlation coefficients (r-values) and p-values for the relationship between professional development and classroom management strategies. The results indicate that all five metrics such as Planning Competence, Instructional Competence, Management Competence, Evaluation Competence, and Professional Development Competence are significantly and positively correlated with Classroom Management Strategies, as all p-values are less than 0.05. Particularly, the results indicate that the strongest positive correlation is observed between the methods of Classroom Management and Professional Development Competence, implying that an actively involved teacher in the processes of continuous professional development is at higher risks of adopting such effective strategies of classroom management. Very close behind that is the Instructional and Manage-

ment Competence which points to the fact that clearly thought out instruction and classroom setup also play a major role on how behavior is managed. The strong correlations of all five domains can be taken as a person who improves his/her professional skills and competencies can better control classrooms. These findings render the provision of continuous professional development as an inseparable part of developing classroom management practices among Grade 8 teachers in the Division of Tagum City in Davao del Norte. These findings are consistent with existing literature, which highlights that professional development must go beyond didactic instruction to be effective. Studies have shown that incorporating strategies such as role-playing, performance feedback, and reinforcement leads to more meaningful improvements in teacher behavior (Allen Forman, 1984 as cited

in Simonsen et al., 2020). Despite advances in training methods, classroom management remains a challenge, with research stressing the importance of how professional development is designed and delivered (Marquez et al., 2016 as cited in McGuire et al., 2023). Effective programs often include evidence-based practices like video modeling and tools for monitoring outcomes. The strong relationship between professional development and classroom management in this study aligns with Kounin's (1995) Classroom Management and Organization (CMO) Model, which emphasizes proactive strategies and structured environments to prevent behavioral issues. This model supports the idea that well-designed professional development equips teachers with the skills needed to manage classrooms effectively. Generally, the strength of the correlations recorded in this research indicates that professional development has a critical importance in improving classroom management strategies of teachers. The favorable relationships in all the domains imply that the stronger teachers develop their planning, instructional, management, evaluation, and professional adjustment capacities the more effective they can construct organized, helping, competent learning environments. These results indicate the need of well-structured professional development plans that reinforce over time, which is necessary to develop the skills required to manage student behavior and create academic success. Furthermore, based on the

regression and correlation analyses, the Evaluation Competence domain significantly influences classroom management strategies among Grade 8 public school teachers in Tagum City. It registered the highest r-value of 0.75 with a p-value of < 0.001 , indicating a strong and statistically significant relationship. This suggests that when teachers consistently engage in activities aimed at continuous growth such as attending seminars, pursuing higher education, and collaborating with colleagues, they are better equipped to implement effective behavior management strategies in the classroom. Notably, Fixsen et al. (2019) stated that educational leaders have increasingly relied on implementation research, which refers to a structured series of actions aimed at putting a well-defined program or practice into action. They outlined key processes that support the introduction, execution, and long-term sustainability of such practices within schools. Specifically, they highlighted "implementation drivers" linked to competency, which include selecting and training staff, providing coaching, evaluating performance, ensuring organizational support, facilitating administration, utilizing data systems for decision-making, implementing systemic interventions, and fostering effective leadership. Therefore, this result emphasizes the critical role of lifelong learning and professional reflection in shaping disciplined, responsive, and student-centered learning environments.

4. Conclusions and Recommendations

In this section, the conclusions and recommendations, based on the findings of the quantitative data collected and examined statistically, are given. The conclusions are based closely on the numeric results of the research, and are additionally put into perspective with the help of literature on the subject, covered in the previous chapters. These conclusions point directly on the research problem developed in this work.

Table 3. Relationship Between Professional Development and Classroom Management Strategies

Professional Development Domains	r-value	p-value	Interpretation	Decision
Planning Competence	0.69	0.01	Significant	Reject H_0
Instructional Competence	0.72	0.001	Significant	Reject H_0
Management Competence	0.68	0.01	Significant	Reject H_0
Evaluation Competence	0.75	0.001	Significant	Reject H_0
Professional Development Competence	0.71	0.001	Significant	Reject H_0

**Significant at $p < 0.05$*

4.1. Findings—This research mainly aimed to quantitatively establish the impact of professional development on classroom management strategies of teachers in Grade 8 public schools within the Division of Tagum City, Davao del Norte. To investigate this relationship, a study was designed using descriptive-correlational research because the study relied on a structured self-administered questionnaire. There was a total of 150 teachers who were to take part in the study that was done in Grade 8 and this was chosen by use of stratified random sampling so that there was appropriate representation in the various schools of the division of Tagum City. The researcher used the existing standard questionnaires to make the instrument reliable and valid, which underwent pilot testing in a similar learning establishment before being fully deployed. Appropriate descriptive statistics (mean, standard deviation) and inferential (Pearson r correlation and regression analysis) were used to analyze the collected data to determine the working relationships as well as the strength of association between professional development and classroom management strategies. Based on the analysis of the collected data, the results from Chapter 3 revealed overall mean scores for the professional development domains such as Planning Competence, Instructional Competence, Management Competence,

Evaluation Competence, and Professional Development Competence were all rated as “Very High Level,” indicating that Professional Development of teachers are always manifested. Similarly, the indicators for classroom management strategies such as Teacher Reaction, Tangible Recognition, Direct Cost, Group Contingency, and Home Contingency were also received very high mean scores, reflecting that the classroom management strategies of grade 8 public school teachers are always manifested. The overall mean for classroom management strategies was likewise rates as “very high level,” as well. Based on the data analysis, the study arrives at the following key findings: 1. All five domains of professional development: Planning, Instructional, Management, Evaluation, and Professional Development Competence were rated at a “Very High Level,” indicating that these practices are consistently manifested by the teachers. 2. All five domains of classroom management strategies: Teacher Reaction, Tangible Recognition, Direct Cost, Group Contingency, and Home Contingency were also rated at a “Very High Level,” suggesting consistent application of positive and proactive management strategies in classrooms. 3. A significant and positive relationship exists between professional development and classroom management strategies, with all domains showing

strong correlations ($p < 0.05$), underscoring the influence of teacher growth on effective classroom practices. 4. The Evaluation Competence domain was found to have the most significant influence on classroom management effectiveness, highlighting the importance of teachers' continuous self-improvement in fostering well-managed learning environments. Moreover, table 13 specifically showed significant and positive correlations between each domain of professional development and classroom management strategies, with p -values below 0.05. Among these, the domain of Evaluation Competence ($r=0.75$), followed by Instructional Competence ($r=0.72$), Professional Development Competence ($r=0.71$), Planning Competence ($r=0.68$), and lastly Management Competence ($r=0.68$). These results confirm that the more teachers invest in their professional growth, the more effective they become in managing their classrooms. Importantly, the correlation analysis revealed significant positive relationships between the professional development and classroom management strategies, with strong r -values and p -values below 0.05 across all metrics. This finding suggests that teachers who actively engage in professional development are more likely to implement effective classroom management strategies. It reinforces the idea that continuous learning and skill enhancement directly contribute to a teacher's ability to maintain a well-organized, respectful, and productive classroom environment. Such results emphasize the need for sustained investment in high-quality professional development to support teachers' growth and improve educational outcomes. In addition, these findings align with the literature emphasizing that continuous and targeted professional development significantly enhances teaching effectiveness (Simonsen et al., 2020; McGuire et al., 2023). Role-playing, video modeling, coaching, and feedback have been proven to improve teacher practices and classroom behavior management. Kounin's

(1995) Classroom Management and Organization Model supports this result by highlighting the value of proactive strategies in preventing misbehavior and establishing structured environments. Furthermore, the results affirm theories such as Transformational Leadership and Social-Emotional Learning, which emphasize that teachers who continuously develop their competencies are more likely to inspire and manage students effectively. Overall, these findings support previous research emphasizing the importance of comprehensive and practical professional development in improving classroom management skills. Prior studies have shown that when professional learning includes interactive elements such as feedback, modeling, and active participation, teachers are better able to apply effective behavior management strategies. This reinforces the view that investing in targeted, evidence-based training can significantly enhance teachers' ability to create positive and well-managed learning environments.

4.2. Conclusions—This study comprehensively examined the professional development and its relationship with classroom management strategies among grade 8 public school teachers in the division of Tagum City, Davao del Norte. The results revealed consistently very high mean scores across all domains, including Planning Competence, Instructional Competence, Management Competence, Evaluation Competence, and Professional Development Competence. These findings demonstrate that grade 8 public school teachers are highly engaged in their professional growth and are consistently applying a wide range of competencies that support effective teaching and learning. Their strong performance across all domains indicates a deep commitment to improving their instructional practices and maintaining well-managed, student-centered classrooms. The study highlights the critical role of ongoing professional development in equipping teachers with the necessary skills to address classroom

challenges and promote positive educational outcomes. Moreover, The strong significant correlations between the professional development and classroom management strategies further highlight the critical influence of continuous teacher learning on effective classroom practices. These results suggest that as teachers enhance their professional competencies, they also improve their ability to manage student behavior, create structured learning environments, and implement proactive strategies that foster student engagement and discipline. This underscores the value of investing in targeted, high-quality professional development programs to support both teacher effectiveness and student success. Overall, the study affirms that the professional development of Grade 8 public school teachers in the Division of Tagum City, Davao del Norte plays a pivotal role in strengthening their classroom management strategies. The consistently high ratings across all competency domains, along with the significant positive correlations, demonstrate that well-rounded and ongoing professional learning directly supports effective teaching practices. These findings reinforce the importance of structured and sustained professional development programs in enhancing both teacher performance and student outcomes.

4.3. Recommendations—Based on the findings and conclusions generated from the study, the researcher recommends the following: The findings of this study provide important conclusion and recommendation in the education sector, including Department of Education, the school administrator and policymakers, teachers, curriculum developers, and future researchers.

Department of Education

It is recommended that the Department of education can reform policies and guidelines for educational management, particularly in providing an adequate amount of support and resources for teachers for their professional de-

velopment. It can also shed light on the areas that need improvement regarding the management and administration of schools, which can ultimately lead to better student results.

School administrator and Policymakers.

It is recommended that school administrators and policymakers prioritize the design and implementation of sustained, evidence-based professional development programs that specifically address classroom management competencies. These programs should incorporate interactive and practical components such as coaching, modeling, feedback, and collaborative learning opportunities to ensure effective transfer of skills into classroom practice. Additionally, school leaders should regularly assess teacher needs and align training initiatives with current classroom challenges to ensure relevance and impact. Policymakers are also encouraged to allocate sufficient funding and resources to support continuous teacher development, recognizing its direct influence on improving student behavior, engagement, and overall academic performance.

Teachers

It is recommended that teachers continue to actively engage in professional development opportunities that enhance their competencies in planning, instruction, classroom management, evaluation, and overall professional growth. Teachers should seek out training programs that incorporate practical, evidence-based strategies, such as behavior management techniques, performance feedback, and collaborative learning approaches, to further strengthen their classroom management skills. Additionally, teachers are encouraged to reflect regularly on their practices, participate in peer learning communities, and apply new knowledge consistently to foster positive learning environments and support student success.

Curriculum Developers

Professional development programs should be comprehensive, evidence-based, and are rec-

ommended to be designed and implemented according to the different needs of teachers. Such programs must not only deal with the improvement of the subject-specific knowledge but also pay much attention to the development of the critical competence of classroom management, teaching strategies, and ability to engage students. Adding interactivity features like role-playing, peer feedback and realistic, practical, hands-on etc. activities will allow the teachers to use new skills as they are being taught to the students in the classroom. Another element that needs to be included in the curriculum by the developers is the provision of a continuation support and follow up training to keep the teachers on track and able to evolve their practice with the time.

Future Researchers

It is advisable to determine the long term ef-

fect of the professional development programs on classroom management strategies at various grade levels and academic subject area. Moreover, one of the future studies may address the impact of different types of professional development (e.g., face-to-face and online courses, peer mentoring) on certain areas of classroom management (e.g. student engagement and management of student behaviors). It would be also beneficial to analyze how school leadership can assist and maintain effective professional development and how personal attitudes and beliefs of teachers concerning professional development affect their adherence to management Janice strategies. The further development of the sample (increasing its size and including teachers in different regions) may help have a better picture of these relationships in different educational settings.

5. References

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