

Beyond the Chalkboard: Balancing Management Practices and Teacher Fulfillment

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Abstract

Effective classroom management is the key to unlocking teacher job satisfaction and enhancing educational outcomes. Only few studies highlight the vital link between classroom management and teacher job satisfaction. This research filled the gap by empirically linking specific classroom management practices to job satisfaction among English teachers, an area previously underexplored in educational studies by employing a descriptive-correlational design, surveying fifty four (54) English teachers from public and private secondary schools in Sison, Pangasinan, Philippines. There is a strong positive correlation (0.65) exists between effective classroom management and higher job satisfaction among English teachers. Management practices varied significantly with years of experience, but gender and school type had no effect. Effective management skills are crucial for improving job satisfaction and educational outcomes. It is recommended for professional development and supportive environments.

Keywords: Classroom Management, Job Satisfaction, English Teachers, Educational Practices, Teacher Fulfillment

INTRODUCTION

Studies show that having high self-efficacy in managing a classroom is linked to being happier at work and in general (Duan et al., 2024; Bretaña, 2025; Ortan et al., 2021). However, more research is needed to find out what specific factors and situations affect this relationship. For instance, the quality of teacher-student interactions has been shown to be an important factor that makes classroom management more effective at improving job satisfaction. However, there is still a lot we don't know about how different styles of classroom management work with different types of students (Galeng, 2025; Miljenović et al., 2024). There exists substantial research on self-efficacy and general competency; however, there is a paucity of studies examining the influence of institutional support, leadership styles, and workload on the relationship between classroom management and job satisfaction (Beley, 2025; Mehmedi et al., 2025; Clipa et al., 2025). These gaps can be filled in future researches by considering multi-level variables such as school culture, characteristics of teachers, and development opportunities to better understand and promote teacher job satisfaction through effective classroom management.

Teachers feel that classroom management is essential for creating an organized, supportive, and engaging learning environment. The well-managed classrooms foster student interest, minimize disruptive behaviors, and enhance both academic achievement and social development as according to research (Maylitha et al., 2023; Kausar, et al., 2024; Karagianni et al., 2023). Teachers who employ effective management strategies—such as setting clear

expectations, maintaining discipline, and building positive relationships—help students develop self-control, responsibility, and positive attitudes toward learning (Karagianni et al., 2023; Petrusheva & Popeska, 2023; Yousuf, 2023).

As we can say, teacher job satisfaction is essential for effective teaching, higher student success, and a more positive school environment since there is a positive link between teacher job satisfaction and student motivation, engagement, and achievement. Satisfied teachers foster better teacher-student interactions and provide higher emotional and instructional support (Wartenberg et al., 2023; Hoque et al., 2023). Research also show that job satisfaction is closely tied to teachers' overall quality of life and psychological well-being since it mediates the relationship between factors like self-efficacy, organizational commitment, workload, and life satisfaction as according to Cayupe et al., (2023); Khanna & Vijayan (2024) Roy & Bhattacharyya (2024).

There is a strong relationship between classroom management and job satisfaction since teachers' self-efficacy in classroom management—confidence in their ability to maintain order, engage students, and handle disruptions—is a significant predictor of job satisfaction and when teachers feel capable in managing their classrooms, they experience greater fulfillment and less stress at work (Zhang & Varela, 2024; Duan et al., 2024). Teachers who are satisfied with their jobs more likely to demonstrate effective classroom management, which leads to better learner engagement and achievement according to Wartenberg et al., (2023) and Sinoy (2024) and additionally, its effective employment reduces stress and burnout, which increases job satisfaction and in turn, satisfied teachers are more motivated and committed, further improving their classroom management skills (Duan et al., 2024; Wartenberg et al., 2023). The synergy between classroom management and job satisfaction benefits teachers but also improves student motivation, engagement, and academic success (Wartenberg et al., 2023; Sinoy, 2024).

This study addressed research gaps in the relationship between classroom management practices and job satisfaction among English teachers in the Philippines since limited studies existed on this particular field, and there was a lack of quantitative data regarding how different management strategies influenced teacher fulfillment across various educational contexts.

METHOD

English teachers in both public and private secondary schools in Sison district, Pangasinan II, Philippines were the subjects of this study and they were chosen using stratified random sampling considering the demographic characteristics.

The data collection involved the use of a structured questionnaire that has been designed in two major parts. The first part of the questionnaire was used to measure classroom management whereas the second part involved measuring the respondents' job satisfaction levels using the job satisfaction scale. The research tool was subjected to a pilot test before the administration, and it had an alpha value exceeding 0.80.

The data collection process took place over four weeks. The researchers gave out the questionnaires to the participants during the professional development sessions and via the online mediums in order to make things more convenient for them. In order to maintain the confidentiality of the participants, they were briefed about the objective of the study and their consent was taken before their involvement in the process.

Statistical analysis of the data was carried out using statistical software such as the Statistical Package for Social Sciences version 20; therefore, descriptive statistics were performed to identify the demographic factors and their reactions to the questionnaire questions. Correlation coefficient (Pearson) was used to test the relationship between classroom management and job satisfaction. Independent t-tests and ANOVA were carried out also to determine any difference in the management of classroom and job satisfaction in relation to demographic factors. The level of significance of $p < 0.05$ was taken for all the statistical analysis.

RESULTS AND DISCUSSION

The analysis revealed several key findings regarding the relationship between classroom management practices and job satisfaction among English teachers in Sison, Pangasinan. The impact of demographic factors on classroom management practices are presented in the following.

Demographic Factors

Table 1. Findings on Classroom Management and Gender

Demographic Factor	Group	Mean Score	p-value
*Gender	Male	4.1	0.45
	Female	4.3	

The analysis of the Table 1 on the demographic factors that impacts classroom management practices among the participants reveals something that is noteworthy. Upon examining the influence of gender, male teachers reported a mean score of 4.1 in their classroom management practices, while female teachers scored slightly higher at 4.3 while on the other hand, the computed p-value of 0.45 indicates that there is no statistical difference

and this suggests that gender is not a factor for the effectiveness of classroom management strategies.

It was found out that there is no significant difference between the genders in their core pedagogical practices, their attitudes on how their students learn, or in their effectiveness as teachers on the overall. Both male and female educators are capable of planning their lessons, capable to utilize their own teaching materials and to engage their learners (Imran et al., 2024; Gharti, 2023). On the other hand, there are some studies that reports some minor differences in some aspects of classroom management according to their gender, but these differences are depending on their contexts and are not generalized or universal (Imran et al., 2024; Alasfour, & Al-Smadi, 2024). The overall consensus is that both genders can achieve high competency with appropriate support and training (Imran et al., 2024; Alasfour, & Al-Smadi, 2024; Yoldaş & Yildirim, 2023).

Table 2. Findings on Classroom Management and Gender

Demographic Factor	Group	Mean Score	p-value
*Type of School	Public	4.2	0.32
	Private	4.3	

Based on the Table 2, when it comes to the type of school the respondents are teaching (private or public), the respondents from the government schools have a mean score of 4.2 whilst the respondents from the private schools have a higher mean score of 4.3. The computed p-value of 0.32 supports the conclusion that there is no significant difference on the classroom practices of the respondents as far as they type of school is concerned. This implication gives us the notion that the respondents from both public and private schools have been utilizing management strategies in their own classrooms and that effective classroom management is universal across different educational contexts.

Public and private school teachers use basic methods of classroom management in their classrooms, for example, creating routines, having set expectations, and exercising discipline, among others. These basic methods work well in various educational settings. Even there are differences in contexts like how much authority teachers have or the variety of activities they use - the basic management techniques remain the same. Public school teachers used more direct control, while private school teachers included a wider range of activities, however, both groups followed similar management principles (Yopianti & Sadiq, 2023).

Table 3. Findings on Classroom Management and Years of Experience

Demographic Factor	Group	Mean Score	p-value
*Years of Experience	1-5 years	4.0	0.05
	6-10 years	4.1	
	11-15 years	4.5	

The analysis of the Table 3 revealed that there are significant variations in terms of classroom management practices of the respondents based on their years of experience. The table shows that the respondents with 1-5 years of experience reported a mean score of 4.0 while those with 6-10 years of experience has a mean score of 4.1. Notably, those respondents with 11-15 years of experiences has the highest mean score of 4.5. The analysis of the table also shows that the computed p-value is 0.05. This indicates a strong significant difference on the respondents' classroom management practices and their years of experience as teachers.

The result indicates that the more experienced teachers tend to perform effective classroom management practices due to their accumulated knoweldege, skills and confidence and they have gained strategies than the less experienced ones. The more experienced teachers report greater confidence and competence in managing their classrooms as according to Duan et al., (2024); Gokgoz-Kurt & Karaferye, (2023); Zeb et al., (2024); and Shah (2023).

The teachers develop a broader repertoire of classroom management strategies and they become adept by applying interventions that are yielding long term positive outcomes according to Gokgoz-Kurt & Karaferye (2023); Karasova & Nehyba (2025); and You & Mantuhac (2024). In the long run, they will refine their classroom management through reflection and adaptation, learning from both their successes and challenges which leads to more nuanced and more effective classroom management (Gokgoz-Kurt & Karaferye, 2023; Karasova & Nehyba, 2025; You & Mantuhac, 2024).

These findings highlight the necessity of establishing focused professional development programs for educational administrators that will be focused on improving classroom management abilities especially for new teachers. Through such programs, educational institutions will be able to offer assistance to all teachers without discrimination based on gender and school affiliation.

Descriptive Statistics

Table 4. Classroom Management Practices and Job Satisfaction

Variable	Mean Score	Standard Deviation	Interpretation
*Classroom Management Practices	4.2	0.5	Often
*Job Satisfaction	3.8	0.6	Very Satisfied

Based on the Table 4, the statistics on classroom management practices and job satisfaction show that respondents have a general positive outlook indicating that the average score for Classroom Management Practices is 4.2, with a standard deviation of 0.5, indicating that these practices are used frequently. This high score shows that teachers are committed to using effective classroom management strategies, which helps create a positive learning

environment and consistent management practices are important for encouraging student engagement and supporting academic success.

Average rating for Job Satisfaction is 3.8, and standard deviation is 0.6, meaning that teachers feel highly satisfied with their job. This is important since it makes teachers motivated and improves their performance and welfare. High job satisfaction leads to low staff turnover rate, which is beneficial not only for students but also for the organization itself.

To further capitalize on these positive outcomes, there are some recommendations that can be offered. It is vital for education leaders to provide teachers with professional development programs that will help improve their classroom management skills. These workshops and training sessions will help improve their skills as well as encourage them to share best practices.

Educational leaders must develop mentorship programs whereby seasoned teachers mentor new teachers. This will play a significant role in maintaining the high standards of professionalism and making sure that all teachers are well-supported in their work.

Table 5. Correlation Between Classroom Management Practices and Job Satisfaction

Variable	Correlation with Job	p-value
	Satisfaction	
Classroom Management Practices	0.65	< 0.01

According to Table 5, a strong relationship was observed (0.65) between the way teachers effectively manage their classrooms and the extent to which they are satisfied with their work. These findings are extremely significant ($p\text{-value} < 0.01$), which implies that well-managed classroom management practices by teachers make them more satisfied with their work.

In light of this outcome, it is evident that teachers who are skilled at managing their classroom environment have greater satisfaction at work due to the improved behavior of their students, greater self-confidence, and good relationships with them. All these factors contribute towards reducing their stress levels. When teachers are skilled at managing their class environments, they experience fewer disturbances and therefore can teach more than deal with the issues.

Effective classroom management also aids them in developing good relationships with their students, making them even more satisfied in their jobs and improving their instruction. Effective management is aided by proper role definitions, collaboration, and administration support, among others, all of which contribute to job satisfaction (Gomez & Tantiado, 2023; Williams et al., 2024).

This connection highlights how important classroom management is for creating a positive teaching environment, reducing stress, and boosting teachers' confidence. Teachers who set clear rules and routines, along with positive discipline strategies, can maintain order and promote a supportive atmosphere. This is essential for both academic and social development (Timofte, 2023; Hasnanto, 2024; Trpin, 2023). A positive environment encourages student engagement and motivation, leading to better learning outcomes and a more enjoyable teaching experience (Marquez & Oropa, 2025; Ahmed & Pierre, 2024).

Proper classroom management leads to a better learning environment, which has an influence on teachers' general wellbeing and their job satisfaction because the sense of competence teachers feel in their ability to manage students is what increases their self-confidence and psychological wellbeing (Duan et al., 2024; Nwoko et al., 2023; Assaf & Antoun, 2024). Proper classroom management also creates good relations between teachers and students, improving the job satisfaction of teachers (Yu & Singh, 2025; Nwoko et al., 2023).

In order to utilize this connection, institutions need to focus on the process of developing the teaching competencies of their teachers since classroom management training boosts their level of satisfaction and happiness and diminishes negative emotions (Bi et al., 2025). The process of professional development of the teacher and mentoring is important for their confidence, adaptation, and success (You & Mantuhac, 2024; De La Torre, 2024).

Proactive management is also suggested for schools because it helps reduce classroom interruptions which enable teachers to concentrate on teaching instead of disciplining, as stated by Woodcock & Reupert (2023), and You & Mantuhac (2024); moreover, it also emphasizes that the teachers who feel that they have control over their classrooms are more satisfied with their career and feel more committed to their profession (Woodcock & Reupert, 2023; You & Mantuhac, 2024).

CONCLUSION

The present study examined the influence of classroom management on the job satisfaction of English teachers in Sison, Pangasinan, Philippines. The findings revealed a highly significant positive relationship (0.65) between classroom management and job satisfaction with highly significant results ($p\text{-value} < 0.01$). This implied that teachers employing effective classroom management practices such as setting guidelines, maintaining discipline, and establishing positive relationships reported more satisfaction in their work. It clearly indicated the significance of classroom management in creating an environment

conducive to learning, reducing anxiety and improving self-confidence and job satisfaction of the teachers.

In addition, the analysis was conducted to determine whether other variables such as experience and gender affected classroom management skills. The results indicated that the level of experience of the educators has an effect on the classroom management ($p = 0.05$). In particular, those educators who have 11-15 years of experience are better managers. Nevertheless, gender and type of the educational institution (public/private) did not affect the performance. Thus, everyone is able to develop excellent skills of managing classes regardless of gender or the type of educational institution. Moreover, the results indicate that the experience positively affects the performance because the experienced educators have more knowledge and are more confident in their abilities.

There was a clear relationship established between classroom management practices and the job satisfaction levels of English teachers. This research made it quite clear that it is important for schools to assist teachers in improving their classroom management skills in order to enhance their overall well-being and academic performance.

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