

The Classroom Management Activities Conducted by the Teachers in Developing the Basic Skills of the Grade 2 Learners in Sagñay District, Division of Camarines Sur

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ARTICLE INFORMATION	ABSTRACT
Article history: Published: October 2026 Keywords: Effectiveness Recreatory Reading Activities Reading Comprhension Grade 2 Learners Public Elementary Schools Tigaon District Division of Camarines Sur	This study determined the classroom management activities conducted by teachers to develop the basic skills of Grade 2 learners in Sagñay District, Division of Camarines Sur, during SY 2024–2025. It employed the descriptive-evaluative-correlational method with documentary analysis. Statistical tools included frequency count, weighted mean, percentage, rank, and Kendall's Coefficient of Concordance W. The findings revealed that classroom management activities were Much Evident, particularly promoting learners' engagement (4.11), creating a conducive learning environment (4.07), establishing classroom routines (4.05), and managing classroom behavior (3.89). Significant agreement was found in the respondents' rankings across all four dimensions. The development of learners' basic skills was also rated Much Evident, particularly numeracy (4.46), literacy (4.19), emotional skills (4.18), and social skills (3.60). Significant agreement in rank orders was likewise established across the four skill areas. The study formulated policy recommendations emphasizing the explicit modeling and practice of classroom routines, teaching transition routines, and providing individual journals or reflection forms for learners to express their feelings and reflect on their behavior. The study concluded that classroom management activities were evident and contributed to the development of learners' basic skills, with significant agreement among respondents' rankings. It recommended that teachers continuously improve classroom routines and expectations, engage in collaborative professional development, and that public schools district supervisors monitor learners' progress through feedback and individual interactions. School heads were encouraged to establish school-wide classroom management policies and adopt the formulated recommendations. Future researchers were encouraged to investigate the long-term effects of classroom management practices and examine the effectiveness of specific strategies.

1. Introduction

Classroom management is a cornerstone of effective teaching and learning, particularly in primary education, where learners develop foundational skills. Teachers are responsible for creating structured, engaging, and supportive learning environments that promote academic achievement and holistic development. Effective classroom management helps learners feel safe, motivated, and encouraged to participate actively in classroom activities. It also supports their social, emotional, and behavioral development, which is essential during their formative years. Through clear routines, consistent expectations, and appropriate instructional strategies, teachers can minimize disruptions and maximize learning opportunities.

The Philippine Constitution emphasizes the importance of education in national development. Article II, Section 17, states that the State shall give priority to education, science and technology, arts, culture, and sports to foster patriotism and nationalism, accelerate social progress, and promote human liberation and development. This constitutional provision underscores the importance of quality education and the role of teachers in developing learners' knowledge, skills, and values. Effective classroom management supports this goal by establishing learning environments where children can develop essential competencies.

Several laws, policies, and educational initiatives in the Philippines reinforce the importance of quality education and effective teaching practices. Republic Act No. 9155, or the Governance of Basic Education Act of 2001, establishes the framework for shared governance in basic education and recognizes the roles of school leaders and teachers in improving educational outcomes. The Basic Education Sector Reform Agenda (BESRA) also seeks to improve the quality of basic education through reforms that strengthen teaching and learning. Similarly, the Department of Education's Continuous Improvement Program (CIP) encourages schools to identify challenges and implement improvements in their practices and services.

At the global level, Sustainable Development Goal 4 emphasizes inclusive and equitable quality education and lifelong learning opportunities for all. This goal highlights the importance of ensuring that learners acquire foundational competencies, particularly literacy and numeracy. The Education for All (EFA) initiatives and the 10-Point Basic Education Agenda likewise emphasize access to quality education for Filipino children. Well-managed classrooms are essential to these objectives because they provide organized, inclusive, and supportive spaces for learning.

Other educational initiatives also support effective classroom management. The School First Initiative emphasizes the importance of prioritizing learners' welfare and development, while School-Based Management (SBM) allows schools to address their specific needs and improve educational practices within their respective contexts. DepEd policy directions and broader socioeconomic development priorities further emphasize efficient educational governance, learner-centered practices, and improved learning outcomes. These initiatives reinforce the need for teachers to adopt appropriate classroom management activities that respond to learners' needs and support the development of basic skills.

The MATATAG Curriculum, introduced as part of the Department of Education's educational reforms, seeks to strengthen foundational learning and improve the quality of basic education. Its priorities include making the curriculum relevant, accelerating the delivery of educational services and facilities, protecting learners' well-being through inclusive and positive learning environments, and supporting teachers to teach better. These priorities highlight the importance of effective classroom management in providing meaningful learning experiences. Teachers must establish orderly routines, promote active participation, and use appropriate strategies to ensure that learners develop essential skills in reading, writing, numeracy, and social interaction.

Sagñay District, known as the "Home of Champions," has demonstrated achievements in sports, particularly boxing, as well as in academic competitions involving mathematics, science, language, and reading. These accomplishments reflect the community's commitment to excellence and provide opportunities to strengthen learners' educational development. However, despite these achievements, teachers may encounter challenges in managing their classrooms effectively. Differences in resource availability, class size, and learners' socioeconomic circumstances may influence classroom conditions and the implementation of instructional activities. These factors make it necessary to examine the classroom management practices used by teachers and their contribution to the development of Grade 2 learners' basic skills.

Research emphasizes the importance of classroom management in establishing the conditions necessary for effective learning. Magnusay et al. (2023) highlighted the importance of assessing teachers' classroom management skills because these practices influence learners' development of foundational competencies, including literacy, numeracy, and social interaction. Similarly, Clemente et al. (2023) emphasized that learners at this critical stage need structured, supportive, and engaging learning environments to develop academically and behaviorally. These findings suggest that appropriate classroom management practices can help teachers respond to learners' developmental needs and improve classroom participation.

Melliton et al. (2023) also emphasized the importance of teachers' management skills in establishing classroom routines, behavioral expectations, and instructional practices. When these elements are consistently implemented, learners can focus more effectively on their lessons and participate in classroom activities with fewer disruptions. Manigbas III et al. (2024) further stressed the importance of an organized classroom environment, consistent behavioral expectations, and instructional strategies suited to learners' needs. These practices help teachers maintain an orderly learning environment while providing opportunities for learners to develop their competencies.

The role of teachers is particularly important during the early grades because they guide learners in acquiring essential academic and interpersonal skills. Paracales (2020) emphasized the teacher's role as a facilitator, mentor, and guide in helping learners develop their abilities to read, write, calculate, and interact effectively with their peers. These responsibilities require teachers to combine effective instructional practices with appropriate classroom management activities. By encouraging participation, maintaining positive relationships, and establishing clear expectations, teachers can support the holistic development of young learners.

Despite the importance of classroom management, its implementation may vary according to classroom conditions, teaching practices, and learners' needs. Assessing these activities can help identify effective practices and areas requiring improvement. Understanding how teachers promote learner engagement, establish classroom routines, manage behavior, and create conducive learning environments can provide useful insights into how classroom management supports the development of foundational skills. Such an assessment can also guide teachers, school heads, and public schools district supervisors in strengthening classroom practices and improving educational outcomes.

In this context, the present study determined the classroom management activities conducted by teachers in developing the basic skills of Grade 2 learners in Sagñay District, Division of Camarines Sur, during School Year 2024–2025. Specifically, it examined the extent to which teachers implemented classroom management activities in terms of establishing classroom routines, managing classroom behavior, creating a conducive learning environment, and promoting learners' engagement. It also assessed the development of learners' literacy, numeracy, social, and emotional skills and determined the agreement among respondents regarding their rankings of these dimensions.

Using a descriptive-evaluative-correlational method with documentary analysis, the study sought to provide an evidence-based understanding of classroom management practices and their relationship to the development of learners' basic skills. The findings were intended to inform policy recommendations and practical strategies for improving classroom management. Ultimately, the study aimed to support teachers and school leaders in creating positive, organized, and learner-centered classrooms that promote foundational learning and the holistic development of Grade 2 learners in Sagñay District.

1.1 Statement of the Problem

This study determined the classroom management activities conducted by the teachers in developing the basic skills of the Grade 2 learners in Sagñay District, Division of Camarines Sur for School Year 2024 to 2025. Specifically, it sought answers to the following:

1. To what extent is the level of the classroom management activities conducted by the teachers in developing the basic skills of the Grade 2 learners along:

1.1 Establishing classroom routines

1.2 Managing classroom behavior

1.3 Creating a conducive learning environment, and

1.4 Promoting learner engagement?

2. How significant is the agreement on the rank orders of the extent of the level of the classroom management activities conducted by the teachers in developing the basic skills of the Grade 2 learners along the aforementioned aspects?

3. To what extent do the classroom management activities conducted by the teachers develop the basic skills of learners in terms of?

3.1 Literacy,

3.2 Numeracy,

3.3 Social Skills, and

3.4 Emotional skills?

4. How significant is the agreement on the rank orders of the extent of the development of the basic skills of the learners through the classroom management activities

conducted among the different groups of respondents?

5. What policy recommendations can be formulated based from the findings of the study?

1.2 Assumptions of the Study

The study was anchored on the following assumptions:

1. The extent of the level of the classroom management activities conducted by the teachers in developing the basic skills of the Grade 2 learners along Establishing classroom routines, Managing classroom behavior, Creating a conducive learning environment, and Promoting learner engagement can be determined.

2. The extent of the development of the basic skills of the learners through the conduct of the classroom management activities in terms of Literacy skills, Numeracy skills, Social skills, and Emotional skills can be assessed.

3. The policy recommendations can be formulated based from the findings of the study.

1.3 Hypotheses

This study tested these hypotheses:

1. There is a significant agreement on the rank orders of the extent of the level of classroom management activities conducted by the teachers in developing the basic skills of the Grade 2 learners.

2. There is a significant agreement on the rank orders on the extent of the development of the basic skills of the learners through the conduct of the classroom management activities among the different groups of respondents.

2. Literature Review

This chapter covers a review of related literature and studies that equipped the researcher with essential insights and information for conducting the research. Key topics explored include Classroom Management Activities, Basic Skills, and Policy Recommendations. Additionally, comparisons and contrasts were highlighted, along with the contributions of each source. The chapter also includes the similarities, differences, and inputs, a synthesis of the state-of-the-art, the gap bridged by the study, and how it was addressed. Furthermore, it presents the theoretical and conceptual frameworks, along with their respective paradigms.

2.1 Classroom Management Activities

Dilabayan et al. (2024) examined teachers' classroom management and disciplinary practices toward learners' behavior during SY 2023–2024. The findings revealed that teachers predominantly adopted an authoritative management style, while common misbehaviors included fighting, disruptive behavior, and attention-seeking, often caused by peer pressure and personal issues. Similar to the Sagñay study, it emphasizes the importance of classroom management in shaping student outcomes. However, Dilabayan et al. focus on behavioral concerns, whereas the Sagñay study focuses on developing the basic academic skills of Grade 2 learners.

Granada et al. (2024) determined teachers' level of classroom management in terms of behavior reduction, classroom instruction, proactive classroom management, and rules and procedures. The results showed that teachers effectively practiced classroom management at a very high level, with a positive correlation between classroom management and teaching competencies. Similar to the Sagñay study, it highlights the importance of structured classroom practices. However, Granada et al. emphasize teachers' professional competencies, while the Sagñay study focuses on classroom activities and their impact on the foundational skill development of early-grade learners.

Cortes et al. (2022) explored special education teachers' classroom management strategies and student engagement in inclusive virtual settings in selected areas of Regions VII and VIII during remote learning. The results indicated that classroom management strategies played a vital role in maximizing student engagement. The study recommended investigating factors that limit students' participation and considering the entire class population. Similar to the Sagñay study, it emphasizes effective classroom management. However, Cortes et al. focus on remote learning and inclusive education, while the Sagñay study addresses skill development in a traditional classroom setting.

Afalla et al. (2020) examined teachers' classroom management practices and their relationship to college students' academic performance at a state university in the Philippines. The findings revealed that a comfortable physical classroom environment, positive reinforcement, and effective time management contributed to better academic performance. Similar to the Sagñay study, it

highlights the influence of classroom management on academic outcomes. However, Afalla et al. focus on higher education, whereas the Sagñay study emphasizes the development of basic skills among Grade 2 learners.

Manigbas III et al. (2024) assessed pre-service teachers' competencies in pedagogy and classroom management at Partido College, Goa, Camarines Sur, Philippines. The findings revealed that pre-service teachers possessed a high level of competency in both areas. Similar to the Sagñay study, it affirms the importance of effective classroom management in improving student learning. However, Manigbas III et al. focus on teacher preparation and professional growth, while the Sagñay study evaluates classroom activities implemented by in-service teachers and their effects on young learners' skills.

2.2 Basic Skills

Zalun (2023) investigated the utilization of Most Essential Learning Competencies (MELCs) in the academic development of Grade Six students in Philippine public schools during SY 2021–2022. The findings revealed that MELCs were highly utilized in aligning lessons with content standards, providing flexible activities, planning lessons, developing assessment questions, and organizing learning processes. Similar to the Sagñay study, it emphasizes instructional planning to improve learning outcomes. However, Zalun focuses on curriculum alignment across learning domains, while the Sagñay study examines classroom activities that develop foundational skills among primary learners.

Sambayon et al. (2023) evaluated Grade Seven students' reading skills and comprehension and the effectiveness of contextualized learning materials. The findings showed that contextualized teaching and learning resources improved reading comprehension and students' performance in English. Similar to the Sagñay study, it emphasizes developing learners' basic skills. However, Sambayon et al. focus on reading comprehension and contextualized materials, while the Sagñay study covers broader foundational skills, including reading, writing, and arithmetic.

Abejuela et al. (2023) assessed the reading curriculum in Philippine basic education. The findings revealed that more learners were instructional readers than independent readers, while some learners, including those in secondary education, remained non-readers. The study also found low alignment among the written, assessed, and delivered reading curricula. Similar to the Sagñay study, it emphasizes foundational learning. However, Abejuela et al. focus on curriculum evaluation and gaps in reading instruction, whereas the Sagñay study examines classroom practices and their effects on basic skill development.

Lamoste (2023) evaluated the implementation of learning skills and their relationship to Grade 11 students' academic performance in reading and analyzing research texts. The findings revealed a significant relationship between the implementation of learning skills and students' mean academic performance. Similar to the Sagñay study, it recognizes the importance of learning skills in improving academic outcomes. However, Lamoste focuses on senior high school learners and advanced academic skills, while the Sagñay study emphasizes foundational skill acquisition among Grade 2 learners.

Añar et al. (2019) described and compared elementary and secondary learners' performance in the National Achievement Test (NAT) according to school size and division. The findings revealed generally low performance in critical thinking, problem-solving, and information literacy, although elementary learners approached proficiency in Filipino, particularly in problem-solving and information literacy. Similar to the Sagñay study, it recognizes gaps in basic educational competencies. However, Añar et al. focus on large-scale assessment results across divisions and school sizes, whereas the Sagñay study provides a localized examination of classroom management strategies for developing Grade 2 learners' basic skills.

2.3 Policy Recommendations

Talaboc et al. (2024) determined teachers' competence in learners' performance tasks in public elementary schools during SY 2022–2023. The findings revealed very high competence in the learning process, real-life integration, and addressing diverse learners, while knowledge and skills were rated high. Similar to the Sagñay study, it recognizes the influence of teacher competence and classroom practices on student outcomes. However, Talaboc et al. focus on performance tasks and 21st-century pedagogy, while the Sagñay study emphasizes foundational academic skills among early-grade learners.

Alarcio (2024) assessed the effectiveness of teachers' best practices in improving Grade 4 learners' reading levels in Urdaneta City Division during SY 2022–2023. The study highlighted remedial classes and planned remedial teaching to address identified learning difficulties. Similar to the Sagñay study, it emphasizes teaching strategies that improve basic academic performance. However, Alarcio focuses on remedial interventions for struggling readers, while the Sagñay study examines classroom management activities for developing younger learners' skills.

Bugtong (2023) improved students' reading comprehension through a reading enhancement program. The study emphasized the use of varied reading strategies and the need for enhancement programs to address comprehension difficulties. Similar to the Sagñay study, it highlights targeted teaching practices for improving basic skills. However, Bugtong focuses on reading strategies and comprehension, while the Sagñay study covers broader classroom management activities supporting multiple foundational skills.

Cantutay et al. (2024) examined teachers' computer upskilling training and technological literacy. The findings revealed high technological literacy, particularly in Microsoft Office and social media, but identified areas for improvement in video conferencing and graphic design. The study emphasized continuous training and professional development to strengthen teachers' technological competencies. Similar to the Sagñay study, it recognizes the importance of teacher competence in supporting learning. However, Cantutay et al. focus on digital skills, while the Sagñay study centers on classroom management techniques for early-grade learners.

Delima et al. (2024) determined the effect of the Collaborative Learning Approach (CLA) on Grade Seven students' reading proficiency. The findings revealed a significant difference in reading proficiency between the experimental and control groups following the intervention. Similar to the Sagñay study, it highlights the value of structured classroom approaches in improving learning outcomes. However, Delima et al. focus on collaborative learning and reading proficiency among upper-grade students, while the Sagñay study examines classroom management activities that support the foundational skills of Grade 2 learners.

2.4 Synthesis of the State-of-the-Art

The review of related studies and literature will lead to the formulation of significant insights and policy recommendations. The studies on Classroom Management Activities were analyzed by: Dilabayan et al. (2024) examined the classroom management and disciplinary practices towards the learner's behavior of the teacher for the school year 2023-2024; Granada et al. (2024) determined the level of the teachers in classroom management in terms of behavior reduction, classroom instruction, proactive classroom, and rules and procedures; Cortes et al. (2022) explored the special education teacher's classroom management strategies engagement in an inclusive virtual setting among the selected teachers in Region VII and one City in Region VIII during remote learning; Afalla et al. (2020) ascertained the classroom management practices of teachers and their relationship to the academic performance of college students of a state university in the Philippines; and, Manigbas III et al. (2024) assessed the competency of pre-service teachers in pedagogy and classroom management at Partido College, Goa, Camarines Sur, Philippines.

Studies on Basic Skills were those of: Zalun (2023) investigated the impact of utilizing Most Essential Learning Competencies (MELCs) on the academic development of Grade Six students in public schools in the Philippines during the academic year 2021-2022; Sambayon et al. (2023) aimed to find out and evaluate the reading skills and comprehension performance of seventh-grade students and the effectiveness of the contextualized learning materials; Abejuela et al. (2023) aimed to assess the reading curriculum in Philippine basic education; Lamoste (2023) evaluated the implementation of learning skills in relation to students' academic performance in reading and analyzing different texts for research among grade 11 senior high school students; and, Añar et al. (2019) described the performance of basic education learners in the elementary and secondary levels in the National Achievement Test and compared their NAT performance when grouped according to school size and division.

While studies on Policy Recommendation were those of: Talaboc et al. (2024) determined the level of teachers' competence in learners' performance tasks of the public elementary schools in an island district in a large-sized division in central Philippines during the school year 2022-2023; Alarcio (2024) determined the level of effectiveness of the best practices of teachers in enhancing the reading level of Grade 4 learners in Urdaneta City Division for SY 2022 – 2023; Bugtong (2023) improved the reading comprehension of students through a reading enhancement program; Cantutay et al. (2024) delved into the computer upskilling training and technological literacy of teachers; and, Delima et al. (2024) determined the effect of the Collaborative Learning Approach (CLA) on the reading proficiency of seventh-grade students.

2.5 Gap Bridged by the Study

This study addresses a distinct gap by determining the classroom management activities conducted by the teachers in developing the basic skills of the Grade 2 learners within Sagñay District, Division of Camarines Sur for the school year 2024 to 2025. While previous research has explored classroom management approaches and the development of foundational skills among early learners, no studies were found that combine these two aspects within the unique educational context of Sagñay District. Although similar studies have examined classroom management's impact on various student outcomes, this study is unique in its focus on the intersection of these skills with Grade 2 learners' literacy, numeracy, motor, and social skills development in a localized setting.

2.6 Theoretical Framework of the Study

This study was anchored on Behaviorist Theory (B.F. Skinner, 1957); Social Learning Theory, (Bandura, 1977); Constructivist Theory, (Jean Piaget, 1952); Self-Determination Theory, (Deci & Ryan, 1985); and, Ecological Systems Theory, (Bronfenbrenner, 1979)

Behaviorist Theory, (B.F. Skinner, 1957). It emphasizes that learning is a result of the reinforcement of behaviors. According to Skinner, positive reinforcement strengthens desired behaviors, which is crucial in managing a classroom and encouraging students to engage in learning activities. The implication of this theory for the study is that by employing effective reinforcement strategies, teachers can shape students' behaviors to foster an environment conducive to learning basic skills. Understanding how reinforcement influences behavior helps teachers develop structured, predictable routines that support skill acquisition in literacy, numeracy, motor, and social domains for young learners.

Social Learning Theory, (Bandura, 1977). It posits that people learn through observing others, imitating behaviors, and experiencing reinforcement or punishment. In the context of classroom management, this theory implies that students can learn appropriate behaviors and skills by observing their peers and the teacher's actions. For this study, it highlights the role of modeling and peer interactions in developing basic skills among Grade 2 learners. Teachers who model positive behaviors and encourage collaborative activities enable students to acquire social and motor skills by observing and practicing with their classmates.

Constructivist Theory, (Jean Piaget, 1952). It asserts that children actively construct knowledge through experiences and interactions with their environment. This theory supports the idea that effective classroom management should create a learning environment that encourages exploration, discovery, and problem-solving. For this study, the constructivist approach suggests that teachers need to organize classrooms where students are actively engaged in hands-on activities to develop their literacy, numeracy, and motor skills. When teachers provide a structured yet flexible classroom atmosphere, it promotes cognitive and social development essential for young learners' foundational skills.

Self-Determination Theory, (Deci & Ryan, 1985). It emphasizes the importance of autonomy, competence, and relatedness in motivation. This theory implies that when students feel they have some control over their learning, experience success, and feel connected to others, they are more likely to be motivated and engaged. For classroom management, this means teachers should create a supportive and inclusive environment where students feel valued and capable. In this study, applying Self-Determination Theory would involve teachers setting clear expectations and providing opportunities for student choice, which can boost engagement and positively impact the acquisition of basic skills.

Ecological Systems Theory, (Bronfenbrenner, 1979). It explores how a child's development is influenced by various environmental systems. This theory suggests that classroom management is not only about in-class strategies but is also influenced by factors

outside the classroom, including family, community, and school policies. For this study, Ecological Systems Theory implies that understanding and managing these external influences is critical in creating a classroom environment where learners feel safe and supported, which in turn enhances their ability to develop basic skills. This theory underscores the importance of a holistic approach in classroom management, considering both in-class factors and broader influences on student learning.

3. Methodology

This chapter gives a clear and detailed look at the research methods used in the study. It covers research design, the sampling methods, and describes the respondents. Additionally, it explains the data-gathering tools, outlines the steps taken throughout the study, and discusses the statistical techniques used to analyze the collected data.

3.1 Research Design

This study utilized the descriptive-evaluative-correlational method. The descriptive method was used in determining the extent on the level of classroom management activities conducted by the teachers in developing the basic skills of the Grade 2 learners along Establishing classroom routines, Managing classroom behavior, Creating a conducive learning environment, and Promoting learner engagement, and identifying the the extent of the development of the basic skills of the learners in the conduct of the classroom management activities in terms of Literacy skills, Numeracy skills, Social skills, and Emotional skills. The evaluative method was used to evaluate the respondent's assessment.

On the other hand, the correlational method was used to test the significant agreement on the rank orders of the extent of the level of classroom management activities conducted by the teachers in developing the basic skills of the Grade 2 learners along the aforementioned aspects, and measure the significant agreement on the rank orders on the extent of the development of the basic skills of the learners in the conduct of the classroom management activities among the different groups of respondents.

3.2 Sampling Technique

The purposive sampling was used in the choice of public elementary schools in Sagñay District, Division of Camarines Sur for School Year 2024-2025. As to the research subject, there was no sampling technique employed because the researcher utilized all the Grade 2 teachers in the public elementary schools in Sagñay District Division of Camarines Sur.

3.3 Respondents of the Study

There were twelve (12) from the Big Schools, fourteen (14) from the Medium Schools and, seven (7) from the Small Scholls. A total of thirty-three (33) respondents.

3.4 Research Instruments

This study utilized a researcher-made survey questionnaire in determining the classroom management activities conducted by the teachers in developing the basic skills of the Grade 2 learners in Sagñay District, Division of Camarines Sur for School Year 2024 to 2025.

3.5 Statistical Tools

For the interpretation and analysis of data, various statistical tools were applied, including Frequency Count, Weighted Mean, Percentage, Rank, and Kendall's Coefficient of Concordance (W). These methods were utilized to examine patterns, measure central tendencies, determine distribution percentages, and evaluate the degree of agreement among respondents.

In determining the extent on the level of classroom management activities conducted by the teachers in developing the basic skills of the Grade 2 learners along Establishing classroom routines, Managing classroom behavior, Creating a conducive learning environment, and Promoting learner engagement, and identifying the the extent of the development of the basic skills of the learners in the conduct of the classroom management activities in terms of Literacy skills, Numeracy skills, Social skills, and Emotional skills, the weighted mean, frequency count, and rank were used.

In testing the significant agreement on the rank orders on the extent of the level of classroom management activities conducted by the teachers in developing the basic skills of the Grade 2 learners along the aforementioned aspects, and measuring the significant agreement on the rank orders on the extent of the development of the basic skills of the learners in the conduct of the classroom management activities among the different groups of respondents, Kendall's Coefficient of Concordance W was utilized with the following formula. The corresponding chi-square (χ^2) formula was used to determine the significance of agreement (Siegel, 1988).

4. Findings

This chapter presents, analyzes, and interprets the data gathered on the classroom management activities conducted by the teachers in developing the basic skills of the Grade 2 learners in Sagñay District, Division of Camarines Sur.

4.1 The Extent of the Level of the Classroom Management Activities Conducted by the Teachers in Developing the Basic Skills of the Grade 2 Learners

Determining the extent of the level of classroom management activities conducted by teachers in developing the basic skills of Grade 2 learners is important because it provides valuable insights into how effectively teachers create a learning environment that supports foundational skill development. In this study, the extent of the level of classroom management activities conducted by teachers in developing the basic skills of Grade 2 learners is determined along Establishing classroom routines, Managing classroom behavior, Creating a conducive learning environment, and Promoting learners' engagement.

4.1.1 The Extent of the Level of the Classroom Management Activities Conducted by the Teachers in Developing the Basic Skills of the Grade 2 Learners along Establishing Classroom Routines

The level of classroom management activities conducted by teachers in developing the basic skills of Grade 2 learners along Establishing classroom routines. Based on the data, out of ten (10) indicators, two (2) indicators were rated Very Much Evident, seven (7) were rated Much Evident, and one (1) was rated Evident. The weighted mean ranged from 3.43 to 4.59 which means Evident to Very Much Evident.

The indicators rated Very Much Evident were: Classroom rules and routines are visually displayed and regularly reviewed with students (4.59); and Establish and consistently implement structured routines (4.50). The indicators rated Much Evident were: Reduce anxiety by clearly defining what is expected of them throughout the school day (4.31); Provide clear and age-appropriate daily schedules that are consistently followed (4.18); Foster a sense of security and belonging (4.13); Adjust routines to meet the developmental needs of their learners (4.08); Reduce interruptions and increase cooperation (3.96); Communicate and enforce expectations effectively (3.75); and Lesson transitions (e.g., from one subject to another) are smooth, minimizing downtime or disruptions (3.61). While the indicator rated Evident was: Challenges in following routines are addressed promptly through reteaching or scaffolding (3.43).

Based on the foregoing data, the extent of the level of classroom management activities conducted by teachers in developing the basic skills of Grade 2 learners is determined along Establishing classroom routines was rated Much Evident with an average mean of 4.05. The highest-ranked indicator, Classroom rules and routines are visually displayed and regularly reviewed with students (4.59), was rated as Very Much Evident. This suggests that teachers place strong emphasis on making classroom expectations visible and consistently reinforced. Visual aids serve as constant reminders, helping learners internalize routines and expectations. For Grade 2 learners, who are still developing their ability to follow multi-step directions and manage time, this strategy proves highly effective in maintaining structure, reducing confusion, and promoting self-regulation. The high rating reflects teachers' awareness of young learners' developmental needs and their commitment to building a structured learning environment.

On the other hand, the lowest-ranked indicator, Challenges in following routines are addressed promptly through reteaching or scaffolding (3.43), was rated as Evident, indicating that although this strategy is observed, it may not be consistently or effectively applied. This suggests a possible gap in timely intervention when students struggle with routines. It may also reflect limited time, resources, or training in individualized support strategies. Failure to address routine-related challenges as they arise could lead to repeated behavioral issues, reduced instructional time, and increased learner frustration—factors that can negatively impact classroom management and skill development.

The results imply that while teachers have established routines and expectations, the responsiveness to students who deviate from them requires improvement. Strengthening this area is essential because early intervention and support are critical to forming habits that influence learners' academic and behavioral growth. According to Dilabayan et al., (2024), when not addressed adequately, routine difficulties can compound over time, affecting classroom harmony and the learners' ability to master basic skills. Therefore, professional development and school-based support programs should prioritize strategies for proactive and responsive classroom interventions.

To address this issue, teachers should be encouraged and trained to apply more consistent scaffolding techniques when learners struggle with routines. This can include reteaching expectations through modeling, providing step-by-step guidance, using visual or tactile cues, and offering immediate feedback. Moreover, collaborative practices such as peer modeling or the use of behavior charts can support learners who need additional help.

4.1.2 The Extent of the Level of the Classroom Management Activities Conducted by the Teachers in Developing the Basic Skills of the Grade 2 Learners along Managing Classroom Behavior

The Classroom management activities conducted by teachers in developing the basic skills of Grade 2 learners along Managing Classroom Behavior. Based on the data, out of eleven (11) indicators, nine (9) were rated Much Evident, and two (2) were rated Evident. The weighted mean 3.37 to 4.46 which means Evident to Much Evident.

The indicators rated Much Evident were: Visual aids, such as behavior charts or posters, are used to remind learners of expectations (4.46); Rules are positively stated (e.g., "Raise your hand to speak" rather than "Don't call out") and consistently reinforced (4.38); Actively monitor learners' behavior during individual, group, and class activities (4.22); Prompt intervention is provided when learners exhibit disruptive or off-task behaviors (4.18); Frequently use praise, rewards, or privileges (3.92); Enforce rules and consequences fairly and consistently across all students (3.86); Provide immediate and specific feedback to reinforce desirable actions (3.73); De-escalate conflicts calmly, modeling appropriate problem-solving strategies (3.67); and Use restorative approaches (e.g., discussing the impact of behavior) rather than punitive measures (3.60). The indicators rated Evident were: Involve learners in setting classroom expectations to promote ownership and accountability (3.45); and Encourage learners to reflect on their behavior and identify ways to improve (3.37).

Based on the foregoing data, the extent of the level of classroom management activities conducted by teachers in developing the basic skills of Grade 2 learners along Managing Classroom Behavior was rated Much Evident with an average mean of 3.89. The highest-rated indicator was Visual aids, such as behavior charts or posters, are used to remind learners of expectations with a rating of 4.46, categorized as Much Evident. This highlights that teachers effectively utilize visual tools to reinforce behavioral expectations in the classroom. For Grade 2 learners, who are primarily visual and routine-driven, these aids play a critical role in shaping positive behavior. They serve as consistent, non-verbal cues that support memory retention, increase engagement, and foster independence in managing one's actions. The strong implementation of this strategy demonstrates teachers' responsiveness to the developmental needs of young learners.

Conversely, the lowest-rated indicator was Encourage learners to reflect on their behavior and identify ways to improve with a rating of 3.37, falling under Evident. This suggests that while some effort is made in promoting reflective behavior, it is not consistently applied across classrooms. Encouraging self-reflection is essential for developing metacognition and social-emotional learning. When students are given the opportunity to think about their actions and explore better choices, they build accountability and internal

motivation. The lower rating here indicates that reflection practices may be underutilized, possibly due to time constraints, lack of training, or limited strategies tailored for younger learners.

The findings suggest that while external behavior management strategies such as visuals, monitoring, and rewards are well-implemented, internal strategies that develop learner autonomy—like reflection and rule-setting—are less emphasized. This imbalance may affect long-term behavior development and self-regulation. According to Granada et al., (2024), if learners are not regularly engaged in understanding the “why” behind rules or reflecting on their conduct, they may become dependent on external reinforcement rather than developing intrinsic discipline. This has implications for both classroom climate and the holistic development of learners' decision-making skills.

To address this gap, teachers should integrate age-appropriate reflective practices into their daily routines. This can be done through simple prompts like What could you do differently next time? or behavior journals where students write or draw about their actions. Additionally, involving learners in setting expectations and discussing the reasons behind rules can promote a sense of ownership. Professional development sessions may focus on techniques for guiding student reflection and creating a supportive environment that values student voice.

4.1.3 The Extent of the Level of the Classroom Management Activities Conducted by the Teachers in Developing the Basic Skills of the Grade 2 Learners along Creating a Conducive Learning Environment

The classroom management activities conducted by the teachers in developing the basic skills of the Grade 2 learners along Creating a Conducive Learning Environment. Based on the data, out of nine (9) indicators, one (1) was rated Very Much Evident, and, eight (8) were rated Much Evident. The weighted mean 3.60 to 4.65 which means Much Evident to Very Much Evident.

The indicator rated Very Much Evident was: The classroom is clean, organized, and free from clutter (4.65). The indicators rated Much Evident were: Design interactive and hands-on activities that capture learners' interest (4.40); Classroom includes motivational elements such as progress charts, goal-setting boards, or achievement displays (4.39); Foster a welcoming atmosphere where learners feel safe, respected, and valued (4.16); Visual aids (e.g., word walls, posters, charts) are displayed to support learning and skill development (4.04); The classroom is well-lit, properly ventilated, and temperature-controlled to ensure comfort (3.94); Address learners' emotional needs, ensuring they feel comfortable asking questions or seeking help (3.72); Learning materials and resources (e.g., books, manipulatives) are easily accessible to students (3.70); and Seating arrangements are flexible and allow for individual, group, and whole-class activities (3.60).

Based on the foregoing data, the extent of the level of classroom management activities conducted by the teachers in developing the basic skills of the Grade 2 learners along Creating a Conducive Learning Environment was rated Much Competent with an average mean of 4.07. The highest-rated indicator was “The classroom is clean, organized, and free from clutter” with a rating of 4.65, categorized as Very Much Evident. This reflects the strong emphasis teachers place on maintaining a neat and orderly learning environment. A clean and well-organized space is essential for young learners as it reduces distractions, promotes focus, and ensures safety. This result highlights teachers' commitment to creating a physically conducive space that supports both academic activities and positive learner behavior. It also mirrors the understanding that an inviting classroom setup is foundational to effective instruction and classroom management.

On the other hand, the lowest-rated indicator was “Seating arrangements are flexible and allow for individual, group, and whole-class activities” with a rating of 3.60, categorized as Much Evident. While still moderately evident, this suggests that classrooms may be limited in how flexibly they can be arranged to support diverse learning formats. Factors such as space constraints, large class sizes, or fixed furniture could be influencing this rating. Flexible seating is crucial in developing collaboration, autonomy, and inclusive teaching practices. Without adaptable arrangements, teachers may struggle to implement differentiated instruction or promote peer interactions effectively.

The overall findings suggest that while classrooms are generally well-maintained, visually engaging, and emotionally supportive, there are structural or resource limitations that may affect more dynamic or learner-centered setups. This has important implications: limited flexibility in classroom arrangement can hinder the full implementation of active learning strategies. It may also affect learner engagement, especially for students who benefit from kinesthetic activities or collaborative work. Furthermore, according to Cortes et al., (2022), the moderate rating on accessibility of learning materials and addressing emotional needs signals areas for continuous enhancement to fully support holistic development.

To address these concerns, teachers can begin by maximizing the use of existing space and creatively rearranging furniture to support varied activities. Low-cost strategies like using floor mats, learning stations, and mobile storage can enhance mobility and flexibility. It is also important to advocate for classroom improvement through school leadership or parent-teacher associations, especially regarding infrastructure and material availability.

4.1.4 The Extent of the Level of the Classroom Management Activities Conducted by the Teachers in Developing the Basic Skills of the Grade 2 Learners along Promoting Learners' Engagement

The level of the classroom management activities conducted by the teachers in developing the basic skills of the Grade 2 learners along Promoting Learners' Engagement. Based on the data, out of eleven (11) indicators, two (2) were rated Very Much Evident, and, nine (9) were rated Much Evident. The weighted mean 3.50 to 4.60 which means Much Evident to Very Much Evident.

The indicators rated Very Much Evident were: Create a classroom environment that celebrates diversity and encourages respect for different perspectives (4.60); and Learners participate actively in hands-on activities, group work, and collaborative tasks (4.58). The indicators rated Much Evident were: Lessons are designed to connect with students' interests, experiences, and real-life situations (4.49); Use storytelling, games, or thematic projects that make learning fun and relatable (4.38); Use a mix of teaching methods, such as direct instruction, project-based learning, role-playing, and inquiry-based learning (4.32); Encourage and acknowledge contributions from all students, including those who are more reserved (4.19); Learners are given opportunities to lead

activities (4.17); Allow students to pursue personal interests within the context of the lesson (e.g., choosing a book to read from a selection) (3.73); Provide regular opportunities for student choice and voice in classroom activities and decision-making (3.71); Encourage peer-to-peer interactions (3.53); and Integrate technology (e.g., interactive whiteboards, educational apps, videos) to make lessons more dynamic and engaging (3.50).

Based on the foregoing data, the extent of the level of the classroom management activities conducted by the teachers in developing the basic skills of the Grade 2 learners along Promoting Learners' Engagement was rated Much Evident with an average mean of 4.11. The highest-rated indicator was "Create a classroom environment that celebrates diversity and encourages respect for different perspectives," which received a 4.60 rating and was categorized as Very Much Evident. This shows that teachers in the Sagñay District place high importance on fostering inclusive classrooms where learners from diverse backgrounds feel valued and respected. Such environments not only support social-emotional development but also contribute to a sense of belonging and openness among Grade 2 learners. Teachers' efforts in promoting respect and appreciation of diversity are commendable, especially in shaping young minds toward empathy and collaboration.

Conversely, the lowest-rated indicator was "Integrate technology (e.g., interactive whiteboards, educational apps, videos) to make lessons more dynamic and engaging," which garnered a 3.50 rating, classified as Much Evident. While this is still a positive result, it reflects a relative challenge in using technology as an engagement tool in the classroom. This may stem from limited access to digital devices, internet connectivity issues, or a lack of professional development opportunities for teachers in effectively integrating educational technology. Given the growing role of digital tools in modern learning, this gap presents an opportunity for improvement.

These findings imply that while teachers excel in creating inclusive, hands-on, and interest-based learning experiences, the potential of technology remains underutilized. This could affect the variety and richness of classroom experiences, especially as digital learning becomes more central to 21st-century education. Furthermore, according to Afalla et al., (2020), moderate scores on indicators related to student voice, peer interaction, and personalized choices suggest that while learner-centered strategies are applied, there's room to deepen their implementation to fully empower student agency and active participation.

To address these gaps, teachers should be supported with continuous training in digital literacy and innovative teaching strategies that harness both low-tech and high-tech tools. Schools should prioritize providing access to technology, even in simple forms like tablets or offline digital resources. Teachers can also design lessons that include student choices, collaborative projects, and peer-led tasks to boost engagement.

4.1.5 The Summary of the Extent of the Level of the Classroom Management Activities Conducted by the Teachers in Developing the Basic Skills of the Grade 2 Learners

Indicator	Big Schools			Medium Schools			Small Schools			Average		
	Wx	Int	R	Wx	Int	R	Wx	Int	R	Wx	Int	R
1. Establishing Classroom Routines	4.05	ME	4	3.99	ME	2	4.12	ME	2	4.05	ME	3
2. Managing Classroom Behavior	4.26	ME	1	3.87	ME	4	3.71	ME	4	3.89	ME	4
3. Creating a Conducive Learning Environment	3.94	ME	3	3.92	ME	3	4.34	ME	1	4.07	ME	2
1. Promoting Learners' Engagement	4.09	ME	2	4.17	ME	1	4.06	ME	3	4.11	ME	1
Average	4.09	ME		3.99	ME		4.06	ME		4.03	ME	

The summary of the extent of the level of the classroom management activities conducted by the teachers in developing the basic skills of the Grade 2 learners. Based on the data, the four (4) indicators, were all rated Much Evident. The weighted mean ranged from 3.89 to 4.11. The indicators rated Much Evident were: Promoting Learners' Engagement (4.11); Creating a Conducive Learning Environment (4.07); Establishing Classroom Routines (4.05); and Managing Classroom Behavior (3.89). Promoting Learners' Engagement emerged as the highest-rated indicator with a mean score of 4.11, classified as Much Evident. This suggests that teachers in the Sagñay District place strong emphasis on keeping students actively involved in the learning process. Active engagement often leads to better retention, deeper understanding, and increased motivation among learners. The use of varied teaching strategies, such as hands-on activities, collaborative work, and real-life connections, likely contributes to this high rating. This result reflects the teachers' commitment to making lessons relevant, participatory, and stimulating for Grade 2 learners.

On the other hand, Managing Classroom Behavior received the lowest rating with a mean score of 3.89, though it still falls under the Much Evident category. This relatively lower score could indicate challenges in maintaining consistent behavior management practices or addressing disruptive behaviors effectively. It may also reflect the need for more structured systems or strategies to handle a variety of behavioral issues, particularly in younger learners who are still developing self-regulation and social-emotional skills.

The data imply that while teachers excel in engaging in students and creating a positive learning environment, behavior management may slightly lag behind. Without strong classroom behavior systems, even the most engaging lessons may be interrupted, affecting the flow of teaching and learning. Additionally, inconsistency in managing behavior can lead to misunderstandings or perceptions of unfairness among learners, potentially undermining classroom trust and cooperation. Therefore, balancing engagement with effective behavior management is crucial to sustaining productive learning conditions.

To strengthen behavior management, teachers can benefit from professional development focused on positive discipline, classroom routines, and restorative practices. Implementing clear, positively stated rules, using visual aids, reinforcing expectations consistently, and providing immediate feedback can all contribute to improved classroom behavior.

4.2 The Test of Significant Agreement on the Rank Orders of the Extent of the Level of the Classroom Management Activities Conducted by the Teachers in Developing the Basic Skills of the Grade 2 Learners

Data	Establishing classroom routines	Managing classroom behavior	Creating a conducive learning environment	Promoting learners' engagement
Summation of the Squared deviations for the difference	594.5	916	510	795
Number of Items	10	11	9	11
Coefficient of Concordance W	0.80	0.92	0.94	0.80
Computed χ^2	21.60	27.60	22.56	24
Degree of freedom	9	10	8	10
Tabular χ^2 Value with				
0.05	16.92	18.31	15.51	18.31
0.025	19.68	20.16	17.54	20.16
0.01	21.67	23.21	20.09	23.21
0.005	23.59	25.19	21.96	25.19
0.001	27.88	29.59	26.12	29.59
Decision on Alternative Hypothesis (H_1)	Accepted	Accepted	Accepted	Accepted
Significance of Agreement	0.025	0.005	0.005	0.01

The test of significant agreement on the rank orders of the extent of the level of the classroom management activities conducted by the teachers in developing the basic skills of the Grade 2 learners were determined using Kendall's Coefficient of Concordance W and its corresponding chi-square value.

Gauging from the data, it is clear that the summation of the squared deviations for the mean difference resulted to: Establishing classroom routines, 594.5; Managing classroom behavior, 916; Creating a conducive learning environment, 510; and, Promoting learners' engagement, 795. The Coefficient of Concordance W and the computed chi-square value yielded to: Establishing classroom routines, 0.80 and 21.60 ($p>0.025$); Managing classroom behavior, 0.92 and 27.60 ($p>0.005$); Creating a conducive learning environment, 0.94 and 22.56 ($p>0.005$); and, for Promoting learners' engagement, 0.80 and 24 ($p>0.01$). Thus, the alternative hypothesis was accepted.

The hypothesis was accepted because the computed values of Kendall's Coefficient of Concordance (W) and the corresponding chi-square values for all indicators showed strong agreement among the rankings provided by the respondents. With W values ranging from 0.80 to 0.94 and statistically significant chi-square values (all p-values < 0.05), it indicates a high level of consistency in how teachers perceived the extent of their classroom management activities. This statistical agreement validates the consistency of the rankings across the indicators—namely, Establishing classroom routines, Managing classroom behavior, Creating a conducive learning environment, and Promoting learners' engagement. The acceptance of the alternative hypothesis confirms that there was a significant concordance among teachers' assessments.

The implications of this finding are meaningful for both classroom practices and policy formulation. The strong agreement among teachers implies that these classroom management dimensions are not only evident but also prioritized in a similar pattern, reinforcing their relevance in developing the basic skills of Grade 2 learners. It provides school administrators and curriculum planners with clear evidence that interventions and training programs should align with these consistently ranked areas, especially focusing more on behavior management, which was rated lower. Additionally, this concordance supports the idea of replicating best practices across schools in the district, as teachers appear to share common perspectives on what strategies are most effective specifically in Sagñay District.

4.3 The Extent of the Development of the Basic Skills of the Learners in the Conduct of the Classroom Management Activities

Identifying the extent of the development of the basic skills of the learners in the conduct of the classroom management activities is important because it provides a clear picture of how effectively teaching strategies, routines, and behavior systems support foundational learning. In this study, the extent of the development of the basic skills of the learners in the conduct of the classroom management activities is identified in terms of Literacy, Numeracy, Social Skills, and Emotional skills.

4.3.1 The Extent of the Development of the Basic Skills of the Learners in the Conduct of the Classroom Management Activities in terms of Literacy

The extent of the development of the basic skills of the learners in the conduct of classroom management activities in terms of Literacy. Based on the data, out of nine (9) indicators, two (2) were rated Very Much Evident, and seven (7) were rated Much Evident. The weighted mean ranged from 3.72 to 4.63 which means Much Evident to Very Much Evident.

The indicators rated Very Much Evident (VME) were: Show improvement in recognizing and decoding words (4.63) and Demonstrate increasing fluency in reading aloud, with appropriate pace, expression, and accuracy (4.58). The indicators rated Much Evident (ME) were: Able to construct complete and grammatically correct sentences (3.72), Actively engage with the text by asking questions, making predictions, and making connections (3.94), Write independently, making decisions about their writing process

(3.87), Show improved spelling, punctuation, and capitalization in their writing (4.37), Actively use new vocabulary learned in class in both oral and written communication (4.30), Consistently contribute to reading and writing activities, either individually or in groups (4.12), and Able to understand and recall key details, main ideas, and sequences in the texts they read (4.13).

Based on the foregoing data, the extent of the development of the basic skills of the learners in the conduct of classroom management activities in terms of Literacy was rated Much Evident with an average mean of 4.18. The highest-ranked indicator, Show improvement in recognizing and decoding words (4.63), is essential because word recognition and decoding skills form the foundation for proficient reading. A learner's ability to quickly recognize and decode words directly impacts their overall fluency and comprehension. It is a skill that is fundamental in the early stages of literacy development. When students can effectively decode words, they can focus more on understanding the meaning of the text rather than struggling with reading individual words. This ability is closely linked to their long-term success in reading and literacy.

On the other hand, the lowest-ranked indicator, Able to construct complete and grammatically correct sentences (3.72), indicates an area where students may still face challenges. Constructing grammatically correct sentences is essential for effective communication, both in writing and speaking. However, the lower ranking suggests that some students are still working on mastering sentence structure and grammar. This difficulty can hinder their ability to express thoughts clearly and can impact their overall writing proficiency. As students progress, this skill needs continued support to ensure that they can effectively convey their ideas in a structured manner.

The implications of these rankings highlight areas for potential improvement in the classroom. While students show strong progress in word recognition and fluency, the relatively lower performance in sentence construction and grammatical accuracy may impede their ability to fully communicate their thoughts in written and spoken form. According to Manigbas III et al., (2024), teachers need to address these discrepancies by ensuring that while fluency in reading is developed, attention is also given to building grammar skills and sentence structure. The inconsistency in these areas suggests a need for targeted interventions to support the development of these essential writing skills.

To address these challenges, teachers can implement strategies that focus on both fluency and grammar. For instance, teachers could engage students in grammar-focused exercises and writing prompts that encourage sentence construction. Providing regular feedback on writing assignments can also help students identify and correct grammatical mistakes. Additionally, integrating more opportunities for guided practice with sentence-building activities and peer feedback can help reinforce the importance of grammatical accuracy.

4.3.2 The Extent of the Development of the Basic Skills of the Learners in the Conduct of the Classroom Management Activities in terms of Numeracy

The extent of the development of the basic skills of the learners in the conduct of the classroom management activities in terms of Numeracy. Based on the data, out of nine (9) indicators, four (4) were rated Very Much Evident, and five (5) were rated Much Evident. The weighted mean ranged from 4.00 to 4.85 which means Much Evident to Very Much Evident.

The indicators rated Very Much Evident (VME) were: Confidently perform basic operations with whole numbers (4.85), Demonstrate the ability to use math in real-life situations, such as measuring or telling time (4.56), Able to apply mathematical operations and concepts to solve word problems (4.72), and Demonstrate a strong understanding of numbers, including the ability to count, recognize number patterns, and understand place value (4.67). The indicators rated Much Evident (ME) were: Identify and understand errors in their work, making corrections independently or with minimal guidance (4.23), Use educational technology, such as apps or online platforms, to reinforce numeracy skills and engage in interactive activities (4.00), Explain their mathematical reasoning and the steps they took to solve a problem, either orally or in writing (4.36), Able to perform calculations mentally, especially for simple operations (4.41), and Engage with concrete materials to better understand mathematical concepts (4.31).

Based on the foregoing data, The extent of the development of the basic skills of the learners in the conduct of classroom management activities in terms of Numeracy was rated Much Evident with an average mean of 4.46. The indicator ranked highest, Confidently perform basic operations with whole numbers (4.85), is crucial because it reflects a fundamental mathematical skill that all learners should possess. Mastery of basic operations, such as addition, subtraction, multiplication, and division, is essential for students to build a solid foundation in numeracy. This skill not only supports more complex mathematical concepts but also has real-life applications, enabling students to navigate daily activities such as budgeting, shopping, and measuring. Its high ranking indicates that students are confident in these basic skills, which suggests effective teaching strategies and a clear understanding of essential math concepts.

The lowest-ranking indicator, Use educational technology, such as apps or online platforms, to reinforce numeracy skills and engage in interactive activities (4.00), suggests a gap in integrating digital tools into the learning process. Although technology is widely recognized as a tool that can enhance engagement and offer personalized learning experiences, its lower rank might reflect challenges in accessibility, resource allocation, or teacher training. Not all students may have equal access to devices or internet connections, and some teachers might not be fully trained in using technology to support numeracy. This may lead to missed opportunities for reinforcing mathematical skills through engaging and interactive digital platforms.

The high ranking of basic mathematical operations indicates that students are performing well in foundational math skills, which is positive. However, the lower ranking of technology use for learning numeracy presents an important implication: the educational system must adapt to the increasing integration of technology into the classroom. According to Zalun, (2023) as digital tools become more prominent in modern education, their use can significantly enhance student engagement and understanding. The gap in technology use could limit students' exposure to interactive learning and prevent them from developing the digital literacy skills that are increasingly vital in today's world.

School heads can address this gap by ensuring that both students and teachers have access to the necessary technology and resources. Providing professional development opportunities for teachers on how to effectively incorporate educational apps and platforms into lessons would enhance their ability to integrate technology.

4.3.3 The Extent of the Development of the Basic Skills of the Learners in the Conduct of the Classroom Management Activities in terms of Social Skills

The extent of the development of the basic skills of the learners in the conduct of the classroom management activities in terms of Social Skills. Based on the data, out of nine (9) indicators, one (1) was rated Fairly Evident, and two (2) were rated Evident, and six (6) were rated Much Evident. The Weighted mean ranges from 2.24 to 4.30.

The indicators rated Very Much Evident (VME) were: Use appropriate body language (e.g., facial expressions, gestures) (4.30); and, Demonstrate the ability to listen attentively when others are speaking (4.12). The indicators rated Much Evident (ME) were: Show the ability to apologize sincerely for their actions and forgive others when conflicts arise (4.23); Respond appropriately to the emotions of others, showing care and concern (3.82); Show patience when waiting for their turn or when others are speaking (3.86); and, Initiate and develop friendships by reaching out to peers (3.60). The indicators rated Evident (E) were: Actively assist classmates with tasks or challenges (3.37); and, Demonstrate the ability to negotiate solutions during conflicts (2.84). The indicator rated Fairly Evident (FE) was: Clearly express their thoughts, ideas, and needs during conversations or group activities (2.24).

Based on the foregoing data, the extent of the development of the basic skills of the learners in the conduct of the classroom management activities in terms of Social Skills was rated Much Evident with an average mean of 4.46. The highest-ranked indicator, Use appropriate body language (e.g., facial expressions, gestures) (4.30), is ranked the highest because it reflects a fundamental aspect of effective communication. Body language is a key part of non-verbal communication that helps learners convey emotions, intentions, and understanding. Being able to use facial expressions and gestures appropriately allows students to engage more effectively in conversations and group activities, fostering better relationships and stronger social skills. This competence is essential in helping students build confidence in expressing themselves.

On the other hand, the lowest-ranked indicator, Clearly express their thoughts, ideas, and needs during conversations or group activities (2.24), ranks the lowest because it reflects a challenge that many learners face when it comes to communication skills. Struggling to express thoughts clearly can hinder learners' ability to participate in classroom discussions, group work, or even one-on-one interactions. This challenge can stem from various factors such as limited vocabulary, lack of confidence, or inadequate social-emotional skills, which can impede effective learning and development.

The implications of these findings suggest that there is a need to focus more on enhancing learners' verbal communication skills, particularly in articulating their ideas, thoughts, and needs. While body language seems to be a relatively strong area, learners still face difficulties in verbal expression, which can hinder their academic progress and social development. According to Abejuela et al., (2023), the gap between body language competency and verbal expression highlights a need for more targeted intervention in communication skills, especially in classroom settings where group discussions and collaboration are frequent.

To address these challenges, Public School District Supervisors (PSDS) should prioritize professional development programs that focus on improving students' communication skills. These programs could include activities that encourage verbal participation, role-playing, and speech exercises. Additionally, promoting a classroom environment that emphasizes open dialogue, peer-to-peer communication, and structured group activities can create a more supportive atmosphere for students to practice and refine their speaking skills.

4.3.4 The Extent of the Development of the Basic Skills of the Learners in the Conduct of the Classroom Management Activities in terms of Emotional Skills

The extent of the development of the basic skills of the learners in the conduct of the classroom management activities in terms of Emotional Skills. Based on the data, out of nine (9) indicators, two (2) were rated Very Much Evident, and seven (7) were rated Much Evident. The Weighted mean ranges from 3.72 to 4.63.

The indicators rated Very Much Evident (VME) were: Demonstrate an awareness of situations or events (4.63), and Identify and label their own emotions as well as the emotions of others based on facial expressions, body language, and tone of voice (4.58). The indicators rated Much Evident (ME) were: Use a range of vocabulary to describe their emotions (3.72); Show the ability to control impulsive reactions (3.94); Demonstrate the ability to wait patiently for their turn or to hold off on immediate desires (3.87); Express their emotions through non-verbal cues, such as facial expressions, body language, and tone of voice (4.37); Offer support to someone who is sad or congratulate a peer who is excited (4.30); Show emotional resilience by accepting mistakes as part of the learning process (4.12); and Recognize when they need help with managing emotions and seek appropriate support from peers, or teachers (4.13).

The data revealed that the extent of the development of the basic skills of the learners in the conduct of classroom management activities in terms of Emotional Skills is rated Much Evident with an average weighted mean of 4.18. The indicator that ranked the highest was Demonstrate an awareness of situations or events (4.63), which indicates that learners are highly capable of recognizing and understanding the context in which they find themselves. This ability is crucial in helping students navigate both social and academic settings. The awareness of their surroundings, coupled with the ability to identify the emotions of others, demonstrates a high level of emotional intelligence, which can significantly contribute to effective communication, collaboration, and problem-solving. This skill lays a solid foundation for emotional literacy and is essential in building empathy, resilience, and appropriate social behavior.

On the other hand, the lowest-ranking indicator was Use a range of vocabulary to describe their emotions (3.72), which suggests that while learners can identify their emotions, they may struggle with articulating them in more nuanced or diverse ways. This could be due to limited exposure to a broad vocabulary related to emotions or a lack of opportunities to express their feelings

verbally. Emotional expression is a key part of self-regulation, and the inability to use varied emotional vocabulary can hinder learners from fully understanding and managing their feelings, which is essential for emotional growth and social development.

The implications of these findings are significant for both individual learners and the broader educational environment. The high rank of emotional awareness is promising, but the relatively low ability to articulate emotions indicates that students may face challenges in expressing themselves fully or seeking support when needed. This gap could result in misunderstandings, frustration, or social isolation for learners who are not equipped with the language to discuss their emotions effectively. Furthermore, Lamoste, (2023) cited that while emotional awareness is an important step, it is only one part of emotional development, and the lack of a robust emotional vocabulary could limit students' ability to engage in deeper emotional processing and reflection.

To address these challenges, DepEd Key Officials should prioritize the integration of comprehensive social-emotional learning (SEL) programs that focus not only on emotional awareness but also on expanding students' emotional vocabulary and self-regulation skills. Training teachers to incorporate activities that encourage students to express their emotions through both verbal and non-verbal means will be key.

4.3.5 The Summary of the Extent of the Development of the Basic Skills of the Learners in the Conduct of the Classroom Management Activities

Indicator	Big Schools			Medium Schools			Small Schools			Average		
	Wx	Int	R	Wx	Int	R	Wx	Int	R	Wx	Int	R
1. Literacy	4.01	ME	2	4.24	ME	2	4.33	ME	2.5	4.19	ME	2
2. Numeracy	4.31	ME	1	4.41	ME	1	4.53	VME	1	4.46	ME	1
3. Social Skills	3.60	ME	4	3.62	ME	4	3.58	ME	4	3.60	ME	4
1. Emotional Skills	4.00	ME	3	4.22	ME	3	4.33	ME	2.5	4.18	ME	3
Average	3.98	ME		4.12	ME		4.19	ME		4.11	ME	

The summary of the extent of the development of the basic skills of the learners in the conduct of the classroom management activities is reflected in Table 13, and Figure 15. Based on the data, all the indicators were rated Much Evident. The weighted mean ranges from 3.60 to 4.46.

The indicators rated Much Evident (ME) were: Literacy (4.19); Emotional Skills (4.18); Numeracy (4.46), and, Social Skills (3.60). The highest-ranked indicator among the basic skill areas was Numeracy, with a mean score of 4.46, rated as Much Evident. This high rating reflects the learners' strong performance in core mathematical competencies such as performing operations, applying math in real-life situations, and understanding number concepts. The result suggests that the classroom management activities effectively support structured, procedural, and concept-based learning, enabling learners to grasp numeracy with confidence. It may also indicate that teaching strategies and materials are more aligned with numeracy development, benefiting from interactive tools and concrete learning resources.

Conversely, the lowest-rated indicator was Social Skills, with a mean score of 3.60, although still within the Much Evident range. This relatively lower rating implies that learners may face challenges in expressing themselves, initiating friendships, resolving conflicts, or showing empathy consistently. This area of development often requires more immersive, interpersonal experiences and guided social interaction, which may not be as emphasized or integrated into daily lessons compared to literacy or numeracy. The limited classroom time dedicated to collaborative and socio-emotional activities could contribute to this lag.

The implication of this result is significant: while cognitive skills like numeracy and literacy are being effectively nurtured, affective and interpersonal domains such as social skills may not be developing at the same pace. According to Talaboc et al., (2024), a lack of strong social skills may affect classroom dynamics, peer relationships, and learners' ability to engage in group-based tasks or manage emotions constructively. Over time, this imbalance could impact learners' holistic growth, school adjustment, and readiness for future academic or social challenges.

To address this gap, DepEd key officials should consider integrating structured social-emotional learning (SEL) frameworks across the curriculum. They may support schools by providing policy guidelines, capacity-building workshops, and teaching resources that intentionally embed social skills training into daily classroom routines.

4.4 The Test of the Significant Agreement on the Rank Orders of the Extent of the Development of the Basic Skills of the Learners in the Conduct of the Classroom Management Activities

Data	Literacy	Numeracy	Social Skills	Emotional Skills
Summation of the Squared deviations for the difference	488	530.5	482	460
Number of Items	9	9	9	9
Coefficient of Concordance W	0.90	0.98	0.89	0.84
Computed χ^2	21.60	23.52	21.36	20.23
Degree of freedom	8	8	8	8
Tabular χ^2 Value with				
0.05	15.51	15.51	15.51	15.51
0.025	17.54	17.54	17.54	17.54
0.01	20.09	20.09	20.09	20.09
0.005	21.96	21.96	21.96	21.96
0.001	26.12	26.12	26.12	26.12
Decision on Alternative Hypothesis (H_0)	Accepted	Accepted	Accepted	Accepted
Significance of Agreement	0.01	0.005	0.01	0.01

The test of significant agreement on the rank orders of the extent of the development of the basic skills of the learners in the conduct of the classroom management activities was determined using Kendall's Coefficient of Concordance W and its corresponding chi-square value.

Gauging the data, it is clear that the summation of the squared deviations for the mean difference resulted to: Literacy, 488; Numeracy, 530.5; Social Skills, 482; and, Emotional Skills, 460. The Coefficient of Concordance W and the computed chi square values yielded to: Literacy, 0.90 and 21.60 ($p > 0.01$); Numeracy, 0.98 and 23.52 ($p > 0.005$); Social Skills, 0.89 and 21.36 ($p < 0.01$) and, Emotional Skills, 0.84 and 20.23 ($p < 0.01$). Thus, the alternative hypothesis was accepted.

The hypothesis was accepted because the results of Kendall's Coefficient of Concordance (W) and the corresponding chi-square values revealed a high level of agreement among the respondents in ranking the extent of the development of basic skills among learners. The W values ranged from 0.84 to 0.98, indicating strong to very strong concordance. Additionally, the computed chi-square values for Literacy, Numeracy, Social Skills, and Emotional Skills were all statistically significant at their respective levels (p -values < 0.01 or < 0.005), suggesting that the observed agreement in rankings did not occur by chance. This statistical evidence supports the acceptance of the alternative hypothesis, confirming that there is a consistent and significant agreement among the raters on how learners' basic skills are developing through classroom management activities.

The implications of this finding are substantial for educational planning and decision-making. The high concordance implies that teachers or raters have a shared perception of learners' development across key domains, which strengthens the reliability of the assessment data. This consensus can be used to guide targeted interventions, resource allocation, and policy adjustments. For instance, since Numeracy scored highest and Social Skills lowest, stakeholders such as DepEd officials and school heads can prioritize the integration of social-emotional learning programs while continuing to support numeracy initiatives. Overall, the results provide a solid foundation for informed and collaborative efforts to enhance learners' holistic development through improved classroom management practices.

4.5 Policy Recommendations

The policy recommendations formulated based from the findings of the study were:

- The teachers must re-teach routines by explicitly modeling the expected behavior, then allow students to practice it.
- The teachers must teach and practice transition routines just like academic content.
- The teachers must provide students with individual journals or reflection forms where they can write or draw their feelings and behavior choices.
- The teachers should display the agreed-upon expectations prominently in the classroom.
- The teachers should train students on how to shift between arrangements quietly and efficiently.
- The school heads should prioritize funding for essential, age-appropriate materials across subjects.
- The school heads should ensure that classrooms are equipped with up-to-date devices such as interactive whiteboards, tablets, projectors, and reliable internet access.
- The teachers should incorporate group work, think-pair-share tasks, peer teaching, and cooperative learning strategies.
- The teachers must integrate daily writing exercises that focus on sentence construction, such as sentence combining, sentence expansion, and editing tasks.
- The teachers must encourage students to take ownership of their writing by guiding them through the process of planning, drafting, revising, and editing.
- The DepEd key officials must provide schools with access to interactive learning platforms, apps, and tools that foster numeracy development.
- The teachers must encourage students to develop self-regulation skills by promoting a reflective approach to their work.
- The teachers should create a safe and supportive environment that encourages open communication.
- The teachers should implement conflict resolution strategies in the classroom.

- The teachers can incorporate activities that expand emotional literacy.
- The teachers should incorporate activities that promote self-regulation and delayed gratification.

5. Conclusion and Recommendations

This chapter presents the summary, findings, conclusions, and recommendations of this study. The summary includes the major findings upon which conclusions were based. The researcher formulated the recommendations drawn from the conclusions. The recommendations for further research are also found at the end of this chapter.

5.1 Conclusions

The following were the conclusions drawn out from the findings of the study:

- The extent of the level of the classroom management activities conducted by the teachers in developing the basic skills of the Grade 2 learners is Much Evident.
- There is a significant agreement on the rank orders of the extent of the level of the classroom management activities conducted by the teachers in developing the basic skills of the Grade 2 learners.
- The extent of the development of the basic skills of the learners through the conduct of the classroom management activities is Much Evident.
- There is a significant agreement on the rank orders of the extent of the development of the basic skills of the learners through the conduct of the classroom management activities among the different groups of respondents.
- There are policy recommendations formulated based from the findings of the study.

5.2 Recommendations

Under the aforementioned conclusions, the following recommendations were given:

- The teachers should continue refining their management strategies by consistently creating clear routines and expectations.
- The teachers should continue to engage in collaborative professional development to ensure consistent and best practices in managing classrooms.
- The public schools district supervisors should monitor the progress of the development through feedback sessions, and one-on-one interactions.
- The school heads should consider creating school-wide policies and practices that standardize effective classroom management and skill development strategies.
- The policy recommendations should be implemented to improve both classroom management and the development of students' skills.

5.3 Suggestions for Future Research:

The following are the suggestions for future research:

- Future research could examine how sustained classroom management practices influence the long-term development of basic skills such as literacy, numeracy, social, and emotional abilities.
- It is recommended to conduct studies that isolate and analyze the effectiveness of particular classroom management strategies.
- Future researchers may consider involving a broader demographic scope that includes different grade levels.
- Further studies could incorporate direct input from learners themselves through interviews, observation, or journals.

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